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ABSTRACT

Presented is the 1975 - 76 annual report of the Meyer Children's Rehabilitation Institute, a diagnostic, evaluation, and treatment center for children with complex handicaps in the state of Nebraska and Western Iowa. Priority goals of the institute are noted to be providing an interdisciplinary education and training program for personnel needed in programs for handicapped children; developing, providing, and demonstrating needed services to meet education and training objectives; research in causes, prevention, and treatment of handicapping conditions in children; and providing leadership and assistance in program planning and development. Sections of the report cover the following areas: organizational charts and information on staff members; general activities and administration, including descriptions of special projects; reports from each discipline represented, including dentistry, medicine, nursing, occupational therapy, physical therapy, psychology, social service, and speech pathology; interdisciplinary program reports, including programs in child care technician training, family rehabilitation, infant development, learning disabilities, multihandicapped children, and nursery school; and the office of research report, future plans, statistics, and a listing of staff activities. (IM)

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ED137993

ANNUAL REPORT

MEYER CHILDREN'S REHABILITATION INSTITUTE

UNIVERSITY OF NEBRASKA MEDICAL CENTER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1975-76

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Meyer Children's Rehabilitation Institute

The mission of the Meyer Children's Rehabilitation Institute is to improve the quality of life for children who during the critical years of their development are faced with long term handicaps of the mind or body. This mission, by its very nature, requires that the institute work closely with all people and agencies serving children, recognizing that our finest efforts, be they in teaching, service, or research, would be of small benefit unless multiplied many times through the labors of our students and colleagues and all who are concerned for the welfare of children.

MCRI Director Paul Pearson, M.D., (right) with Dave Rohe, physical therapy director (left) and Jack Trembath, M.D., pediatrician.

Introduction

MCRI continues to serve as the principal diagnostic, evaluation, and treatment center for children with complex handicaps in the State of Nebraska and Western Iowa. Objectives established at the beginning of the year have been accomplished, which is a credit to individual discipline and program directors. All discipline and program directors have been in place now for two or more years and this staff stability has contributed greatly to the continued growth and accomplishment of the institute. With this unusually talented group of individual leaders and their coordinated approach to the development of programs, it is not possible to single out any particular area of exceptional accomplishment. Credit must be equally shared by the directors, their professional and supporting staff down to and including all office and service personnel.

Success of institute programs would not be possible without the support of others within and outside the university. With an organization of professionals representing many disciplines and faculty appointments throughout the university system, conflict which might otherwise be an undesirable factor, has occurred only to the extent of improved functioning. This has been possible because of the exceptional leadership, direction, and concern of Chancellor Sparks, his staff, and all deans and their staff.

The MCRI Board of Directors, the MCRI Women's Guild, Mrs. Mary Elaine O'Neal and the Meyer family, and the Variety Club of Omaha, Tent 16, as in the past, have continued their support of institute activities.

The continued, combined efforts and concern of all will enable MCRI to grow and develop programs to meet the increasing demand for the improvement of the quality of life for children with handicaps and their families.

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Institute Goals

MCRI's *first priority goal* is to provide an exemplary interdisciplinary education and training program for the professional, technical, and direct care personnel needed in programs for children with handicaps. In essence, other goals must be secondary to this educational goal.

The *second priority goal* of the institute is to develop, provide, and demonstrate the exemplary array of services needed to meet the interdisciplinary education and training objectives. This includes the development and evaluation of new, innovative ways to provide needed services. Service needs must be responsive and be determined by the educational needs. This does not exclude the provision of services outside of educational needs if we have the resources.

The *third priority goal* is research, including in particular clinical studies, to develop new knowledge regarding the causes, prevention, and treatment of handicapping conditions in children.

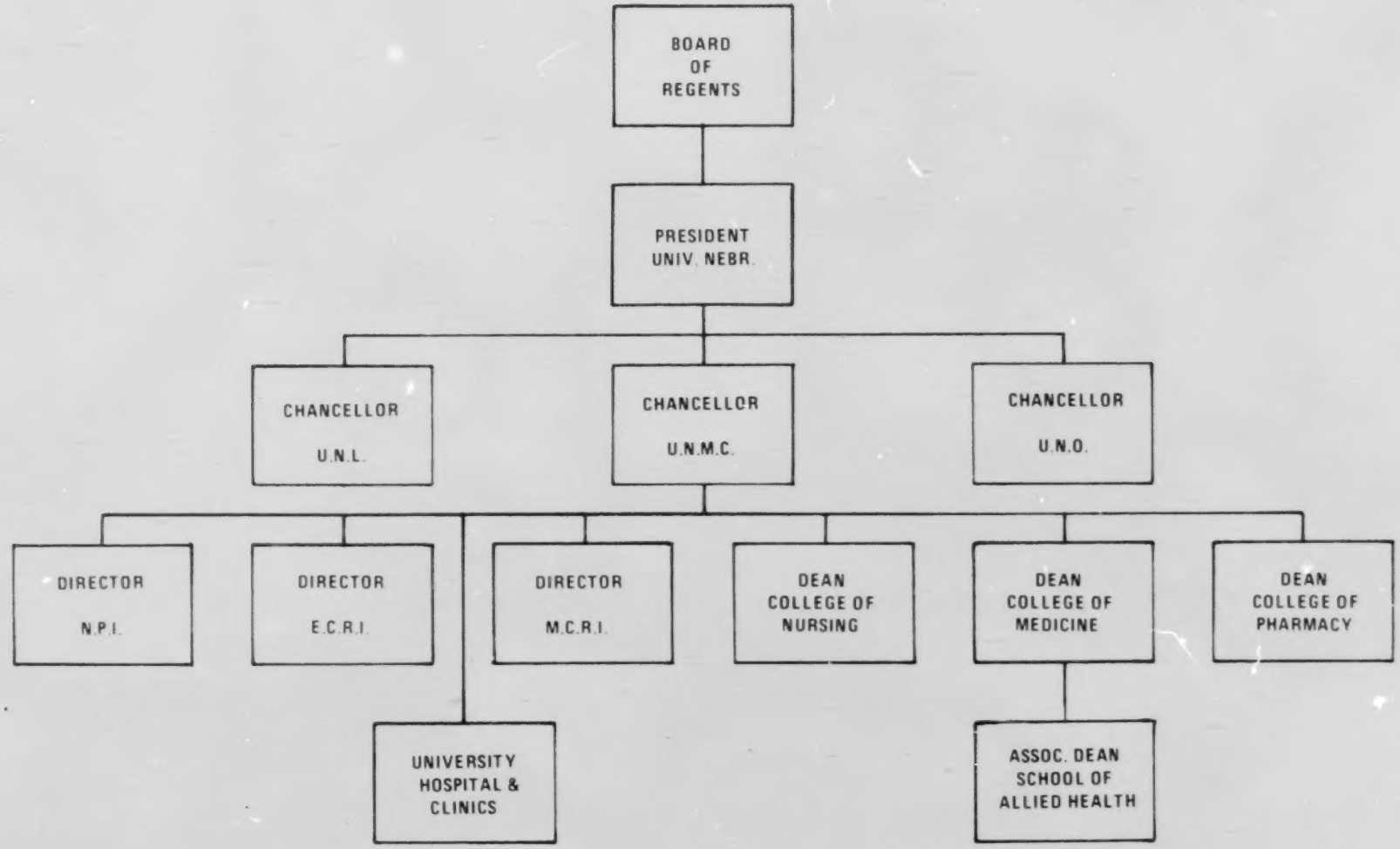
The *fourth priority goal* is to provide leadership and direct assistance in the planning and development of needed services throughout the state.

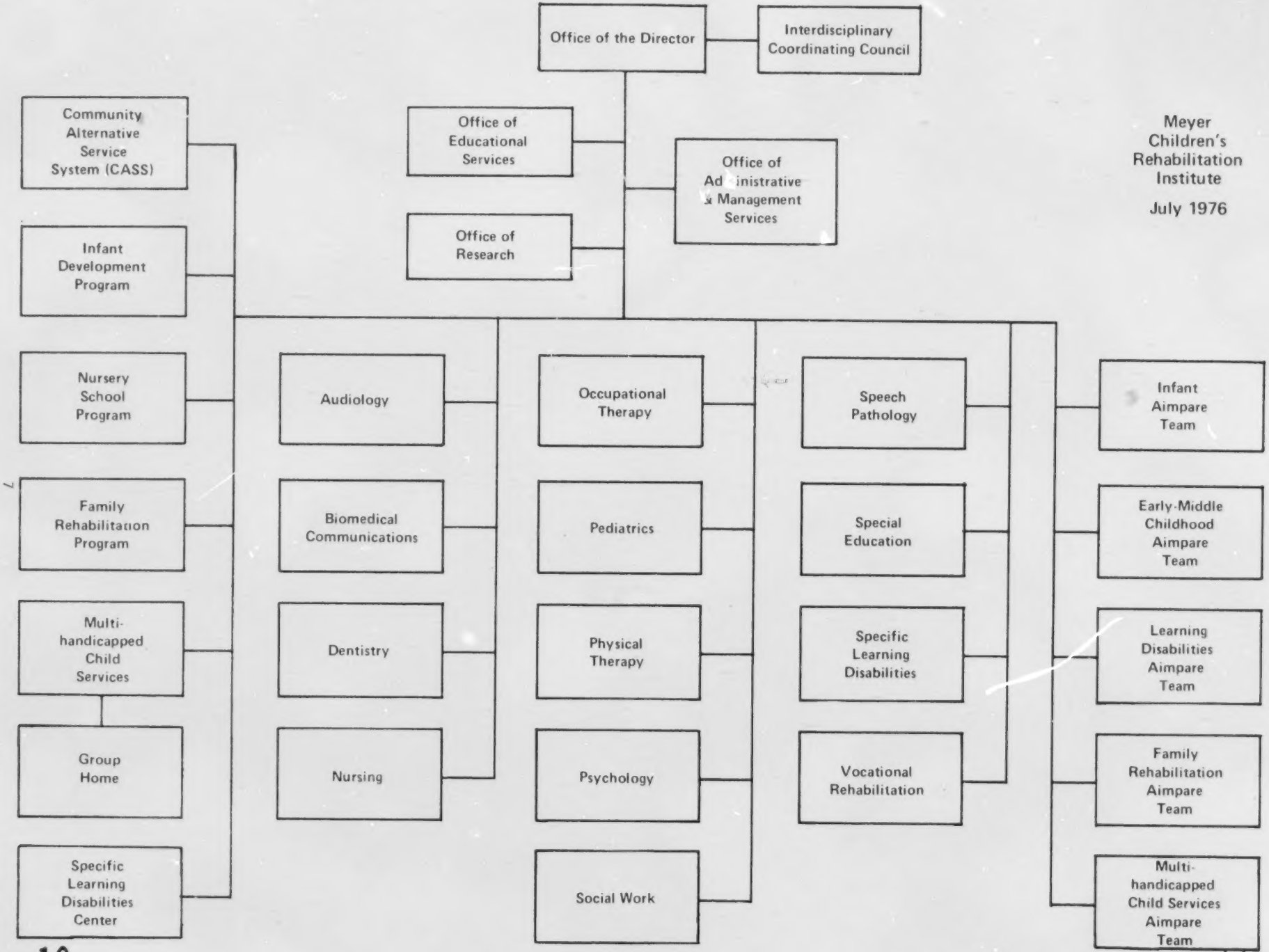
Qualifications for these Goals

We will be concerned first of all with the *quality* of our activities in pursuit of these goals. At the same time we must be aware of the needs of children in our area of responsibility and strive to meet these needs to the limit of our abilities. This will require the setting of standards commensurate with the above goals, yet at a level producing the highest quality of care for children in need of our services.

The byword for all publicly financed programs is *accountability*. This means we must be able to measure our productivity and effectiveness in terms of outcome and, where possible, cost effectiveness. Measures of activity, e.g., number of children seen, are not enough. This makes it imperative that wherever possible we set up the means to evaluate our activities.

THE UNIVERSITY OF NEBRASKA





Meyer Children's Rehabilitation Institute

July 1976

MCRI Staff Members

Ed Leach, Ph.D., director of speech pathology, with John Hill, Ph.D., Learning Disabilities Center director.

Paul H. Pearson, M.D., Professor, Director
Kathy Moore, Secretary II

Office of Administrative and Management Services

Dale Duncan, M.A.
Director

Penny Horner
Administrative Assistant

Gayle Larsen
Administrative Assistant
Case Files and Management

Erika Toth, M.S.W.
Coordinator, Intake and Referral Services
Instructor

Janet Rose, M.S.
Client Schedule Coordinator

Loah Stanfield
Patient Service Representative

Nancy Waltke
Medical Records Clerk

Colleen Ramm
Accounting Clerk

Mary Sue Janousek
Clerk Typist

Janet Bodura
Clerk Typist

Office of Education Services

Sanford V. Smith, M.A.
Instructor, Director

Weslee D'Audney, M.S.
Project Director, Head Start
Instructor

Marge Armfield, M.S.
Consultant Coordinator

Eileen Galloway
Secretary II

Cheryl Hein
Secretary I

Media Resource Center

Thomas Singarella, M.S.
Director, Instructor

Kathleen Davey, B.S.
Media Technician

Jim Ressegieu, B.G.S.
TV Director and Producer

Bob Hromek, B.F.A.
Artist

Barbara Anderson, B.A.
Writer

Kathleen Lee
Secretary I

Dentistry

John F. Simon, D.D.S.
Associate Professor
Pedodontist, Consultant

George Beedle, D.D.S.
Assistant Professor
Director, MCRI Dental Clinic

Gregg Dickinson, D.D.S.
House Officer II, Pedodontics

Lois Powell
Certified Dental Assistant

Marcy Delisi
Certified Dental Assistant

Gini Grieb
Dental Assistant

Medicine

Paul H. Pearson, M.D., M.P.H.
Professor, Director

Jack Trembath, M.B.B.S.
Associate Professor, Pediatrician

Larry Rice, M.D.
Assistant Professor, Pediatrician

James R. Scott-Miller, M.D.
Assistant Professor
Orthopedic Surgeon, Consultant

Melvin Scheffel, M.D., resigned
Assistant Professor, Pediatrician

Louise Eaton, M.D.
Consultant, Child Psychiatry

Donald Wuori, M.D.
Assistant Professor
Coordinator for Pediatric Education

Nursing

Janet McMullen, R.N., M.A., P.N.P.
Director, Assistant Professor

Cordelia Robinson, R.N., Ph.D.
Associate Professor
Consultant for Nursing Education

Occupational Therapy

Judy R. Kimmel, M.A.
Director, Instructor

Linda M. Carlson, B.S., resigned
Assistant Instructor
Occupational Therapist

Physical Therapy

David A. Rohe, M.P.H.
Director, Assistant Professor
Physical Therapist

Duane J. Kliewer, M.S.
Assistant Professor, Physical Therapist

Roberta Peddicord, B.S., resigned
Instructor, Physical Therapist

Wendy Bruce, B.S.
Assistant Instructor, Physical Therapist

Nancy Tucker, B.S.
Assistant Instructor, Physical Therapist

Maribeth Burns
Physical Therapy Aide

Denise Broussard
Secretary I

Psychology

J. Michael Liebowitz, Ph.D.
Director, Assistant Professor

A. Gerald Tieger, M.S.
Instructor, Coordinator of Training
in Clinical Evaluations

Karen Budd, Ph.D.
Assistant Professor
Coordinator of Training in Applied Behavior
Analysis

Robert S. Peddicord, M.A.
Instructor, Staff Psychologist

Robert Anderson, M.A.
Staff Psychologist

Trisha Brockman, B.A.
Applied Behavior Technician

Maureen Kraemer
Psychology Technician

Shirley Dobesh
Secretary I

Social Service

Sunny Andrews, M.S.W., Dr.P.H.
Director, Assistant Professor

Virginia Johnson, M.S.W.
Instructor, Social Worker

Eleanor Heaston, M.S.W.
Instructor, Social Worker

Charlotte Goldsmith, M.S.W.
Instructor, Social Worker

Benjamin Cacioppo, M.S.W.
Instructor, Social Worker

Nancy Heinemeyer, M.S.W.
Instructor, Social Worker

Shirley Melcher, M.S.W.
Assistant Professor, Social Worker

Deborah Averill, M.S.W.
Assistant Instructor, Social Worker

Lila Jones
Secretary I

Speech Pathology

Edwin Leach, Ph.D.
Director, Associate Professor

Faith Carlson, M.A.
Instructor, Speech Pathologist

Dixie Sanger, M.A.
Instructor, Speech Pathologist

Jonette Smith, M.A.
Instructor, Speech Pathologist

Nancy Harlan, M.A.
Assistant Professor, Speech Pathologist

Cynthia James, M.A.
Assistant Instructor, Speech Pathologist

Terrie Nelson
Secretary I

Audiology

Thomas Norris, Ph.D.
Professor, Director
UNMC Division of Speech Pathology
and Audiology

Family Rehabilitation Program

Jack A. Stark, Ph.D.
Director, Assistant Professor

Daniel Baker, M.A.
Instructor, Medical Psychologist

James Burger, M.A.
Instructor, Coordinator of Training and Outreach

Ray Randolph, M.S.
Coordinator of Community Affairs and Outreach

Mary Jane Harrington, C.R.C.
Coordinator of Outreach Activities

Linda Wellensiek, resigned
Secretary I

Infant Development Program

Cordelia Robinson, Ph.D.
Director, Associate Professor

Nancy Fieber, M.A.
Assistant Director
Assistant Professor

Kevin Cahill, M.S.
Outreach Teacher

Dorothy Matlock
Educational Therapy Assistant

David Skinner
Educational Therapy Assistant

Patricia Nelson
Secretary I

Learning Disabilities Program

John Hill, Ph.D.
Director, Assistant Professor

Beverly Doyle, M.S.
Instructor, Remedial Instructor

Arleen Michael,I M.S.
Instructor, Psychoeducational Specialist

Joanne Carlson, Ed.D.
Assistant Professor
Diagnostic Classroom Teacher

Marcia Beer
Secretary I

Multihandicapped Children's Services Program

Sunny Andrews, M.S.W., Dr. P.H.
Director, Assistant Professor

Benjamin Cacioppo, M.S.W.
Instructor, Social Worker

Deborah Averill, M.S.W.
Assistant Instructor, Social Worker

Louena Guidera, M.A.
Assistant Professor
Coordinator, Direct Care Services

Pauline Castro, B.A.
Recreational Therapist

Janis Church
Secretary II

Deaf-Blind Program

Cordelia Robinson, Ph.D.
Associate Professor, Director

Susan Hupp, M.Ed.
Teacher

Kay Galloway, M.A.
Teacher

Kitty Harvey, B.A.
Educational Therapy Assistant

Jeanne Heaston, M.S.
Teacher

Anne McNally, B.A.
Teacher

Susan Mouton, B.A.
Educational Therapy Assistant

Susan Wolf, B.A.
Educational Therapy Assistant

Deborah McKinnon, B.A., resigned
Educational Therapy Assistant

Deaf-Blind Program
Beatrice State Home

Grace Cech, B.A.
Teacher

Robert Maxon, B.A.
Teacher

Kathy Lippold, B.A.
Recreation Leader

Gary Anders, B.A.
Physical Therapist

Gertrude Keller
Activity Aide

Patricia Weathers
Teacher Aide

Cathy Lampe
Teacher Aide

Hattie B. Munroe Pavilion (Group Home)

Rhoda Davis
Administrative Coordinator

Kathy Reynolds, R.N.
House Parent

Ruth Gustafson
Child Care Technician

Louise Graves
Child Care Technician

Trudie Abariotes
Child Care Technician

Larry Brown
Child Care Technician

CASS Program

John McGee, Ph.D.
Director, Instructor

Ellis W. Hitzing, Ph.D.
Associate Director

Karen Hoffman, B.A.
Administrative Assistant

Susan Peterson
Secretary I

Nursery School

William Callahan, Ph.D.
Director, Assistant Professor

Ann Cole, B.S.
Assistant Instructor
Head Teacher

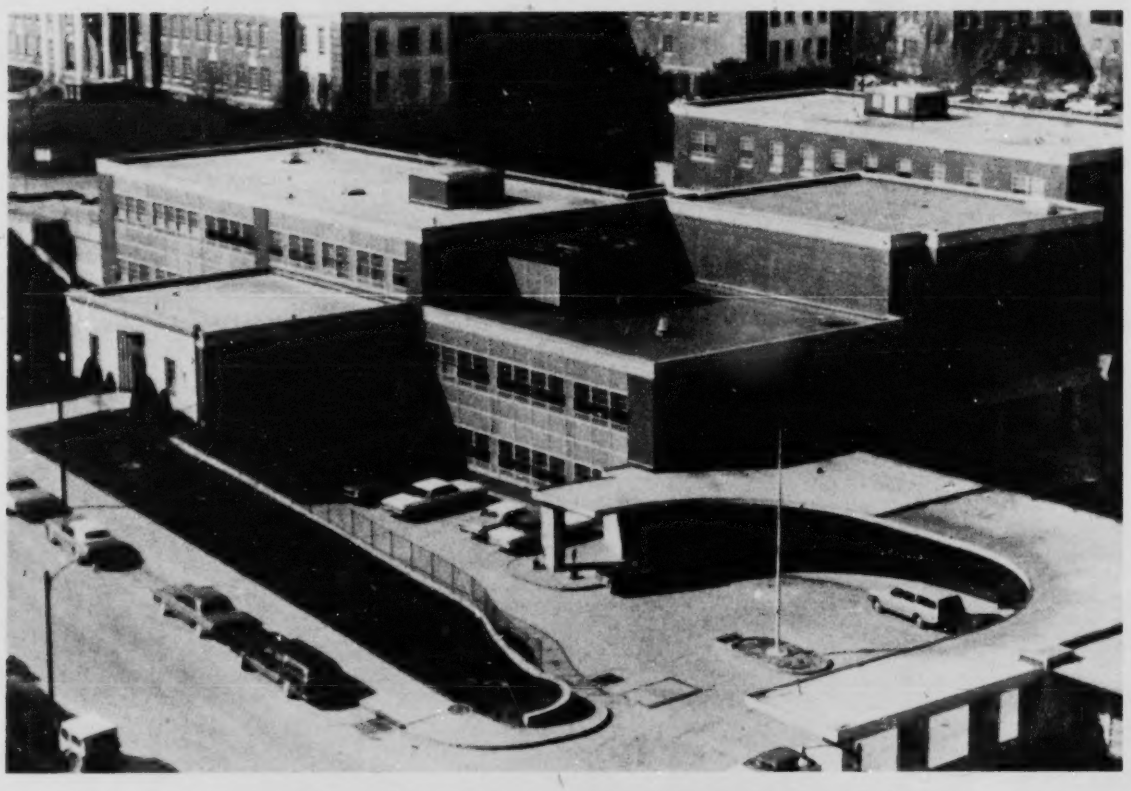
Bonnie Hines, B.S.
Omaha Public Schools
Nursery School Teacher

Kathy Major, B.S.
Omaha Public Schools
Nursery School Teacher

Gwen Voyd
Educational Therapy Assistant

Mattie Pratt
Educational Therapy Assistant

Jean Boatright
Secretary I



Meyer Children's Rehabilitation Institute, with Childrens Hospital at left in background, the Hattie B. Munroe Pavilion directly behind, and J. P. Lord School, lower extreme right.

New Staff Members

Marge Armfield, M.S., joined the staff of the Early Childhood Technical Assistance-Resource Center last year. She is consultant coordinator for Head Start programs in Nebraska. She was formerly a lecturer in special education for the new careers department at Omaha's Creighton University. She received her master's degree from East Texas State University at Commerce, Tex.

George Beedle, M.S., D.D.S., became director last year of the pediatric dental clinic at MCRI. He was formerly a Maternal and Child Care trainee at the University of Iowa, where he received his M.S. and certificate in pedodontics. Dr. Beedle received his D.D.S. at the University of Minnesota.

Kevin Cahill, M.S., joined the Infant Development Program staff in September 1975. He was associated with the program prior to that time as a graduate trainee. As coordinator of outreach activities, he provides follow-up assistance for outstate clients in implementing programs designed for them. Mr. Cahill will receive his master's degree in developmental-educational psychology from the University of Nebraska at Omaha in August, 1976.

Joanne Carlson, Ed.D., became a member of the Learning Disabilities Center staff at MCRI in September, 1975. She serves as coordinator of the center's diagnostic classroom on the Learning Disabilities Team and evaluates children in terms of educational development for other AIMPARE teams. Dr. Carlson was formerly an assistant professor of education at the College of Saint Mary in Omaha. Her bachelor's and master's degrees were earned at the University of Nebraska at Omaha and her doctorate at the University of Nebraska at Lincoln.

Kathleen Davey, B.S., came to MCRI last year to join the Media Resource Center staff as a media technician. Prior to that time she was employed by an Omaha advertising agency as a copywriter and producer of radio and television advertising. She received her bachelor's degree in broadcasting from the University of Nebraska at Omaha.

Kay Galloway, M.A., became a teacher in the deaf-blind classroom at MCRI in September, 1975. Prior to that time she was a staff training specialist for the Eastern Nebraska Community Office of Retardation in Omaha. Her master's degree in speech pathology was earned at the University of Kansas in Lawrence.

Nancy Harlan, M.A., became a member of the speech pathology staff in August, 1975. Along with her clinical work, Ms. Harlan coordinates educational programs for the department. She received her master's degree in speech pathology at Western Michigan University. Prior to her appointment at MCRI, she was an assistant professor in the department of audiology and speech sciences at Purdue University.

Jane Harrington, C.R.C., became coordinator of services for the Family Rehabilitation Program in September, 1975. Prior to that time, she had been director of rehabilitation services at the Eugene C. Eppley Rehabilitation Center. Her responsibilities at MCRI include internal administration, development, and grant writing for the Family Rehabilitation Program. Ms. Harrington received her certification in March of 1975 from the National Commission on Counselor Certification.

Jeanne Heaston, M.S., became a teacher in the classroom for deaf-blind children in September 1975. She was formerly a student at the University of Nebraska at Omaha, where she received her master's degree in special education for the deaf and hard of hearing.

Karen Hoffman, B.S., became administrative assistant in the Center for the Development of Community Alternative Service Systems (CASS Project) at MCRI in September 1975. Before that, she worked with Dr. Frank Menaloscino at Nebraska Psychiatric Institute, where she coordinated the Manpower Development and Training Station for persons working in the field of developmental disabilities, and the Summer Work Experience and Training Program (SWEAT) for high school and college students interested in the field. Ms. Hoffman received her B.S. at the University of Nebraska in Lincoln and is currently working on a master's degree in human development.

Susan Hupp, M.Ed., joined the staff of the Deaf-Blind Program at MCRI in September last year. Her educational background includes a B.S. in psychology and a M.Ed. in deaf-blind education earned at Boston College. Ms. Hupp supervises the class for school-age deaf-blind children at the institute as well as participating in evaluations and training and outreach activities. Before coming to MCRI, she taught deaf-blind children at Meeting Street School in Providence, R.I.

Cynthia James, M.A., came to MCRI in January, 1976, to join the staff of the department of speech pathology. She was formerly employed at the Forum School for Severely Emotionally Disturbed Children in Waldwick, N.J. She received her master's degree at Montclair State College in New Jersey.

John McGee, Ph.D., came to MCRI last November to direct the Center for Development of Community Alternative Service Systems (CASS Project). He for-

merly served as director of outreach for the Bureau of Child Research, Kansas University. He received his master's degree in guidance counseling at Creighton University in Omaha, and his Ph.D. in education at Kansas University, Lawrence, Kans.

Anne McNally, B.A., joined the staff last September as a teacher in the deaf-blind classroom. She devises cognitively based language and imitation educational programs for the students and also works with parents, along with the program's social worker. Before coming to the institute, she taught in a summer program for deaf-blind children in Romney, West Virginia. She received her bachelor's degree magna cum laude in psychology and gerontology at Syracuse University in New York, and is currently working toward an M.A. in special education at the University of Nebraska at Omaha.

Kathy Reynolds, R.N., joined the staff in November 1975 in a newly created capacity at the Hattie B. Munroe Pavilion. She and her husband Tom live at the home and serve as houseparents to the 12 multihandicapped children who live there weekdays while receiving educational and therapeutic services at MCRI and J.P. Lord School. Ms. Reynolds was formerly surgery evening charge nurse at the Lutheran Medical Center in Omaha. Ms. Reynolds received her nursing diploma from Immanuel Medical Center, Omaha.

Ray Randolph, M.S., joined the Family Rehabilitation Program staff at MCRI last year. As coordinator of the program's outreach activities, he visits community agencies to observe children, talk with parents, discuss program needs with agency personnel, review files and make recommendations both to MCRI and the agency. Mr. Randolph, who did his undergraduate and graduate work in psychology at Southern Illinois University, formerly worked as a psychologist at Dixon State School, Dixon, Illinois.

Janet Rose, M.S., became client schedule coordinator in MCRI's Office of Administrative and Management Services on August 18, 1975. She coordinates schedules for interdisciplinary evaluations for handicapped and learning disabled children. Ms. Rose worked as a medical social worker at the Lutheran Medical Center in Omaha before joining the MCRI staff. She received her master's degree in guidance and counseling at Kansas State University in Manhattan, Kans.

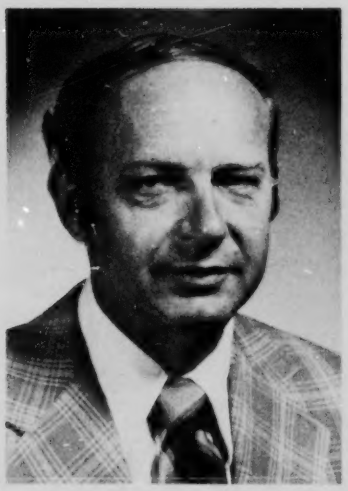
Nancy Tucker, B.S., started in September 1975 as a senior therapist in the physical therapy department at MCRI. She is responsible for the department's continuing education program and represents the discipline on the Family Rehabilitation AIMPARE team. Ms. Tucker was formerly the supervisor of physical therapy at Dixon Developmental Center in Dixon, Ill. She received her bachelor's degree in physical therapy from Northwestern University in Chicago.

Donald Wuori, M.D., joined the MCRI staff late in the fiscal year (June) as a staff pediatrician and coordinator of pediatric education. He was previously in private practice in Denver, and a staff member at the John F. Kennedy Center and the Denver Children's Hospital Development and Evaluation Clinic. He received his M.D. at the State University of New York Downstate Medical Center. His internship, residency, and fellowship work was done at the University of Colorado Medical Center.

Nancy Tucker, R.P.T., new staffer last year in the physical therapy department.

Kevin Cahill, M.S., became an outreach teacher last year for the Infant Development Program.

MCRI Board of Directors



Otto Rath, M.D.

Executive Committee:

Otto Rath, M.D., President
Kermit Lorenz, First Vice President
Kathy Moore, Secretary
J. Richard English, Treasurer
Paul H. Pearson, M.D., Medical Director

Directors:

Term Expires 1977

J. Richard English
Myron Olson
Marjorie Hood
Mrs. Charles Sheldon
Mrs. Dan Monen, Jr.
Mrs. Terry O'Neil
Mrs. Robert Perry
Arnold Stern

Term Expires 1978

Mrs. Oscar Carp
Murray Newman
Michael Solzman
J. Bernard Hurley
Senator John Savage
Mrs. Robert Daugherty
Joseph Malec, Jr.
Otto Rath, M.D.
William R. Ruegamer, M.D.
J. M. Fuchs
D. Max Williams
Daniel F. Boehle
John J. Hess
Bruce Brayton
Donald H. Korff
Mrs. Robert Sellers

Term Expires 1979

Mrs. Kermit Lorenz
Cecil Wittson, M.D.
William Waldie
Robert Sparks, M.D.
Mrs. Gerald D. Young, Jr.

MCRI Women's Guild

Executive Committee:

Mrs. Charles Sheldon, President
Mrs. Gordon Fredrickson, Vice President
Mrs. K. D. Roth, Recording Secretary
Mrs. Don W. Elliott, Corresponding Secretary
Mrs. George Haecker, Treasurer

Term Expires 1976

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Mrs. Jack K. Lewis
Mrs. Robert Leuder
Mrs. George Madsen
Mrs. Bernard Magid
Mrs. Carl Mammel
Mrs. Phillip E. Vogel
Mrs. Robert Perry
Mrs. Philippe Shubik
Mrs. Edgar Smith
Mrs. Timothy Slattery

Term Expires 1977

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Mrs. Robert Braun, Jr.
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Mrs. Carroll Fredrickson
Mrs. Laird Fisher
Mrs. K. D. Roth
Mrs. Carl Sasse, Jr.
Mrs. H. B. Stern
Mrs. Charles J. Smith
Mrs. Michael Solzman

Term Expires 1978

Mrs. Gordon Fredrickson
Mrs. George Haecker
Mrs. Charles Sheldon
Mrs. Parker Shipley
Mrs. Bryce Crawford III
Mrs. Robert Sparks
Mrs. Don Arrasmith
Mrs. Robert Duensing
Mrs. Chester Singer

The Indispensables . . .

20
MCRI Secretaries

General Activities and Administration

Award Lectureship

Office of Administrative and Management Services

Office of Educational Services

Media Resource Center

Special Projects

CASS Program

Nebraska Child Find

Early Childhood Technical Assistance-Resource Center

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Edward Zigler, Ph.D., left, received the plaque pictured at right honoring him as the recipient of the Mary Elaine Meyer O'Neal Award Lectureship in Developmental Pediatrics. Institute Director Paul Pearson is at right.

Mary Elaine Meyer O'Neal Award Lectureship in Developmental Pediatrics

The Mary Elaine Meyer O'Neal Award Lectureship in Developmental Pediatrics was established at MCRI in May, 1976. The first recipient of the award was Dr. Edward Zigler, chairman of the department of psychology at Yale University since 1973 and a former director of the federal Office of Child Development. He continues to serve as a special consultant to the secretary of the Department of Health, Education and Welfare.

Dr. Zigler delivered two lectures and conducted press conferences while in Omaha May 25. He spoke at the Center for Continuing Education, UNMC, on "Effects of Preinstitutional History and Institutionalization on the Behavior of the Retarded," a topic on which he has done extensive, long-term research.

His evening lecture followed a dinner and ceremony at which he was presented the Mary Elaine Meyer O'Neal Plaque. The title of the lecture was, "Controlling Child Abuse in America: An Effort Doomed to Failure."

The establishment of the lectureship is symbolic of the ongoing support of the family of the late C. Louis Meyer, for whom MCRI is named. His widow, Mary Luman Meyer, donated funds which, with matching federal money, made construction of the institute possible in the late fifties. The donation was made in her husband's memory, in light of his long standing interest in hospitals and children's welfare.

Additional Meyer family contributions of both time and money have been received over the years since, including a major gift for the construction of the Mary Luman Meyer wing, a three story addition dedicated in 1972.

Mary Elaine Meyer O'Neal is the daughter of Mary Luman Meyer and the late Mr. Meyer. She is a former president of the board of directors of the institute. Though no longer a resident of Omaha, Mrs. O'Neal maintains close contact with institute activities. The lectureship endowment will continue over a five year period. The award lectures will be published and distributed through the MCRI Media Resource Center annually.

Office of Administrative and Management Services

Dale Duncan, director of the Office of Administrative and Management Services, with Penny Horner, administrative assistant.

A significant change was made in the organization of the administrative functions of the institute during the past year with the combining of two major administrative offices, the Office of Administrative Services and the Office of Management Services, under one director. The Office of Administrative Services was originally established with a director to provide administrative support for ongoing activities and general operations, budget and financial management, personnel, and maintenance of the physical plant. The Office of Management Services was established with a director to provide support in the areas of intake and scheduling, medical records and procedures, data processing, systems analysis and programming. Except for systems analysis, programming, and data processing, the functions are now combined under one director with an administrative assistant assigned in each of these offices to provide day-to-day supervision of office activities. The former director of the Office of Management Services transferred to another department in the University but has been retained by the institute twenty-five per cent time to provide support in the area of data processing, systems analysis, and programming.

Gayle Larsen is administrative assistant in charge of case files and management for OAMS.

As another step in the development and implementation of the management by objectives approach initiated during Fiscal Year 1973-74, departmental or program budgets were included as a part of the planning process for 1975-76. Whereas in previous years funds were not specifically identified for each discipline and program (except some federal grants supporting well defined programs), last year, discipline and program directors were required to develop budgets in support of their projected objectives for the year. Objectives and resources were then negotiated

with institute administration and the work plan was finalized with program budgets established and approved for each department. Advantages to this approach have been a more efficient use of funds, the development of more realistic objectives in consideration of available resources, and more effective management of institute activities through the identification of total operating costs of each individual department and program.

A task force team was appointed to study and make recommendations concerning the policies and functions of institute AIMPARE teams. Specific focus was on the criteria for selection of clients for admission to institute services, programming procedures, the number and makeup of teams, and client follow-up. Several significant recommendations were made as a result of this study which were implemented during the year. Four AIMPARE teams were identified as the Family Rehabilitation team, Learning Disabilities team, Early-Middle Childhood team and Multi-handicapped-Deaf Blind team, each with an assigned coordinator. Because of limited manpower, the assignment of discipline staff was not possible for all teams. It was decided that in some cases, the assignment of discipline staff for specific evaluations would have to be a function of the programming process.

A universal programming concept also was developed replacing individual team programming whereby all team coordinators, discipline chiefs, and program heads would meet together to program clients and make assignments to appropriate AIMPARE teams. The Coordinator for Intake and Referral Services (CIRS) was designated as the committee coordinator. Disciplines and programs were required to provide CIRS, in writing, the specific criteria for admission to MCRI evaluative and therapeutic services desired for their respective programs. For those programs not providing criteria, admission or referral is a judgmental decision by CIRS. These recommendations have been implemented now for several months and have improved the AIMPARE team functions, particularly in the area of programming.

Janet Rose, client schedule coordinator.

An ongoing committee has been established to study, plan, and review our client record-keeping process. With this function, the group has also been assigned the responsibility of planning for the development of a client oriented computer based information system. Some client data is presently being collected for computer file and retrieval, but is not broad enough to generate information needed for required reports or for special reporting. A timetable has been developed towards this end and the committee is soliciting information from other UAF's concerning their record-keeping systems and formats which might be useful in developing our own systems. It is planned that beginning the next fiscal year a mechanized basic client information system will be implemented which will provide data for those known, required reports, and be open ended to allow expansion and the ultimate development of a total system.

Office of Educational Services

The MCRI Office of Educational Services (OES) coordinates the interdisciplinary training activities of the institute by providing inservice and continuing education opportunities to the staff of MCRI, public schools, universities, and agencies working with handicapped children. Technical assistance is provided to programs through responses to individual requests for information, the development of printed and audiovisual material, and consultant visits.

During the year, 258 students from thirteen disciplines received practicum training at MCRI, and 1,600 students from ten disciplines received orientation or short-term training. Ninety tours brought 1,200 persons to observe procedures and methods used at the institute.

Thirty inservice training meetings were held for MCRI staff to enhance professional growth. This included six sessions in the language of signs for the deaf, taught by an MCRI staff member. In cooperation with Pilot Parents and community agencies, a film/discussion series of monthly presentations was given for parents of handicapped children and agency staff.

The office also represents the institute in statewide developmental disabilities activities. Participation during the past year included the state planning process and manpower planning efforts.

Weslee D'Audney, Tom Singarella, and Office of Educational Services Director Sanford V. Smith.

Media Resource Center

The Media Resource Center at MCRI, a satellite unit of the Biomedical Communications Division of the Medical Center, is service oriented toward meeting the media needs of the institute's patients, staff, and students. Since fiscal year 1974-75, media equipment usage increased by 300% and media production doubled in volume.

Two full-time and three part-time professional staff members comprise the media center staff. The director, with a faculty appointment as instructor in the College of Medicine, and a media technician are located at the institue, and the part-time staff at Biomedical Communications offices.

Media center activities fall into six categories:

1. Media production and distribution;
2. Equipment operation, distribution, and maintenance;
3. Public relations;
4. Administration and operation of the MCRI library;
5. General consultation to departments and programs on media needs and equipment.
6. Training.

The Media Resource Center is capable of producing several forms of media, including videotapes, 8mm and 16mm films, slide-tape packages, printed materials, posters, and displays. Videotape is used clinically by various departments to record patient activities and progress. Professional videotape productions for instructional use both within the institute and on a loan or rental basis nationwide are produced with the use of the color studio at the Biomedical Communications Division. Photography, art, and editorial services are provided to assist disciplines and programs in developing slide-tape packages or printed materials. Last year, two professional color videotapes and 120 clinical videotapes, 10 slide-tape packages, a total of 14 issues of three ongoing MCRI newsletters, seven booklets, and 17 pamphlets and brochures were produced.

The center distributed all nonprint media packages on a loan basis at no charge within the state. A nominal fee is charged for instructional packages loaned outside Nebraska. The Media Resource Center is in the process of advertising and distributing media productions and publications nationally in order to share institute expertise with other professionals, students, and parents of handicapped children.

The Media Resource Center operates and maintains internal closed circuit television systems for the institute. Videotape cameras and monitors are made available to the staff; equipment operation instruction is offered to any staff member who is interested. Media equipment and operators are supplied upon request to workshops, meetings, and lectures at MCRI or at out-state technical assistance activities. Slide, film, and overhead projectors are available through the media center as well.

At the request of the director of the institute, the Media Resource Center last year became the public relations contact point for MCRI. It serves as the liaison between MCRI and the Office of Public Information of the Medical Center. All institute news releases are channeled through the media center.

All MCRI library holdings are cataloged, maintained and loaned through the media center. Print and

Barbara Anderson provides writing and editing services for the Media Resource Center.

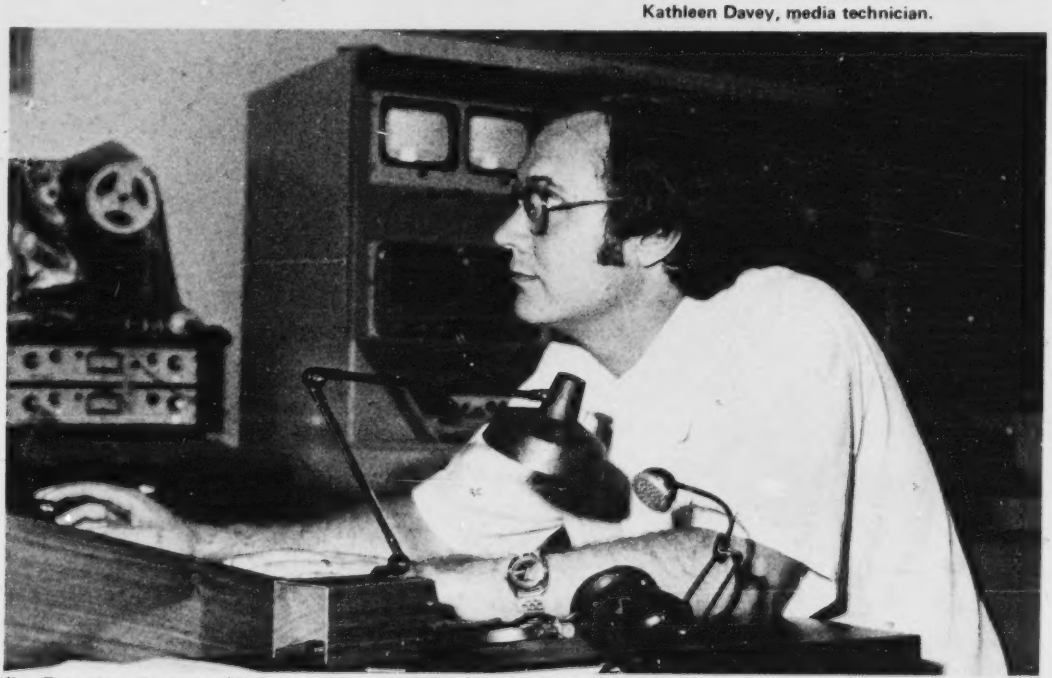
Tom Singarella (standing), director with MCRI artist Bob Hromek.

nonprint media as well as toys are included in the library.

Training was provided to six graduate students in Biomedical Communications on a rotational basis. The training experience emphasizes media production, including videotape and slide-tape package development, and media center operations and administration.

Last year, a series of workshops was presented in which students from all disciplines were taught the operations of various audiovisual equipment. All of the equipment available through the media center is available for use by students as well as regular staff.

Kathleen Davey, media technician.



Jim Ressegieu directs an MCRI videotape production in the Biomedical Communications Division studios at University Hospital.

Special Projects

Nebraska ChildFind

The Nebraska ChildFind Project, initiated by the Nebraska Department of Education, Special Education Section, aims at the identification, location, diagnosis and program placement of all presently unserved handicapped children from birth to age 21 in Nebraska. The program offers assistance to parents of handicapped children in finding needed services.

The central project offices are located in Omaha with a second office in Lincoln where the Systems Advocate was established at the Information and Referral Services office.

Four professional staff members opened the ChildFind office at MCRI on April 1, 1976. This office will conduct an awareness campaign in an effort to involve Nebraskans in the achievement of program goals.

The three month period from April 1 to June 30 was principally devoted to planning and research into similar campaigns conducted by other states. Awareness campaign materials were developed with the assistance of the Biomedical Communications Division at University Hospital. State agencies were contacted and informed about the project, which will be implemented in the coming fiscal year. Third party evaluators have been involved in developing next year's fiscal grant.

The staff provided inservice training to MCRI staff members, informing them of program objectives and procedures.

Ten children have been referred to MCRI for diagnosis and identification through the Information and Referral Service in Lincoln.

Early Childhood Technical Assistance - Resource Center

The 1972 Amendments to the Economic Opportunity Act mandate that at least ten per cent of the Head Start enrollment opportunities be made available to handicapped children. It is intended that these handicapped preschool children receive the benefits of an integrated setting where they can learn and develop with nonhandicapped children and that services shall be provided to meet their special needs.

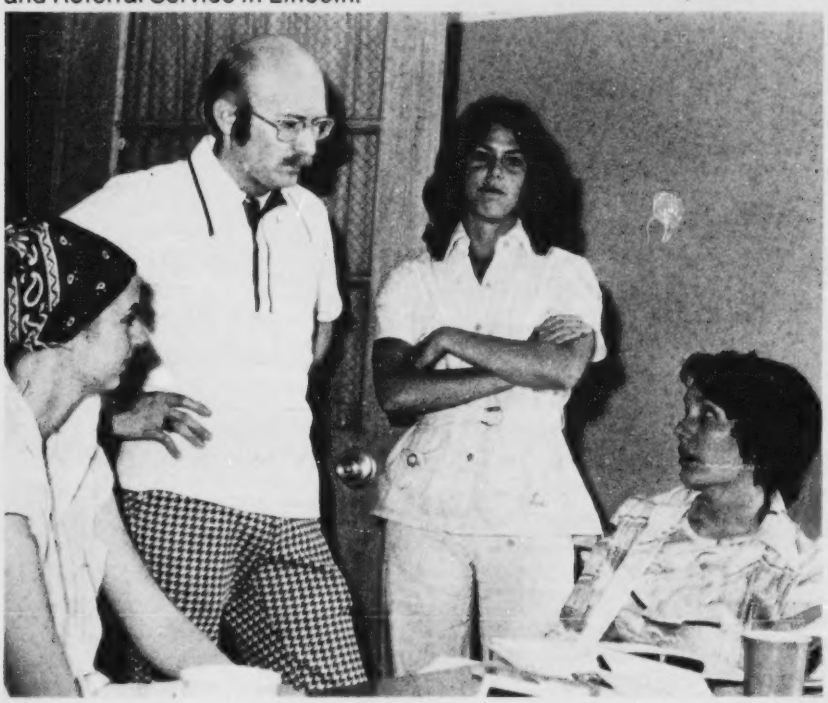
To facilitate services to these children and their teachers, the Early Childhood Technical Assistance - Resource Center was selected to provide training and technical assistance to 59 Head Start classrooms in Nebraska and to the Parent Child Center.

Two full-time special educators and a team of qualified personnel from MCRI form an interdisciplinary outreach team to make recommendations for educational intervention that the local staff can implement in the classroom.

Over 452 preschool children were screened and/or evaluated in their local programs last year by the MCRI team. Of these children, 146 were found to meet the Office of Child Development guidelines for "handicapped" and their teachers were assisted in writing individualized program plans for each.

Parents of the handicapped children were counseled in individual sessions and home programs for the children were written as needed.

The Technical Assistance - Resource Center took 1,177 people on 87 tours of the institute last year and explained MCRI's role as a state resource center to



ChildFind Director Earl Dredge with outreach workers Barbara Jackson (l.) and Kaye Mainelli (center), and psychologist Merrilee Lewis.

five meetings of service providers from various parts of the state.

Nebraska Head Start staff, the State Department of Special Education, Educational Service Unit staff, and other state agencies have been provided with technical training, materials and information on handicapping conditions and remediation techniques.

Orders for over 5,000 copies of the *Getting a Head Start* series written by this office were received from preschools and universities across the United States, Canada, and Europe.

A quarterly Head Start Newsletter was published. Articles from this newsletter have been reprinted in *The Good Life*, a newsletter, the NAEYC newsletter, *Gleanings* - Sedalia, Mo., and the *Iowa T/TA Newsletter.*

The Technical Assistance - Resource Center provided training to Head Start staff on handicapping conditions through 44 on-site workshops, 161 on-site consultant visits, and 11 practicum training sessions at MCRI.

Training sessions placed emphasis on techniques for observing children, assessing their needs and planning individualized programs to meet those needs, the use of special teaching techniques, materials and curriculum for handicapped preschoolers.

Two major publications were produced last year: *Giving a Head Start to Parents of the Handicapped,* and *Getting a Head Start on Social-Emotional Growth.*

Weslee D'Audney, director, Early Childhood Technical Assistance Resource Center.

CASS Program

States and communities across the nation are in the process of developing community-based service systems for the developmentally disabled. The mission of the Center for Development of Community Alternative Service Systems (CASS) Program is to prepare state and community organizations to move developmentally disabled people as closely as possible into the same residential, educational, vocational and other social environments that are available to all citizens within any community.

CASS is administered by MCRI, but is a university-wide project.

CASS develops, coordinates, or sponsors training for consumer representatives, direct service providers and state level personnel. Both short and long term training strategies are being developed to meet the needs of this diverse audience. Program activities therefore range from national symposia to community demonstration model workshops.

The program's long range strategy is the development of a series of model community service programs and the implementation of a manpower training model adaptable to community colleges and universities.

The staff includes a director, associate director, two community services specialists, and an administrative assistant.

John McGee, Ph.D., director of the CASS program (standing), talks with E. W. Hitzing, Ph.D., associate director, and Karen Hoffman, administrative assistant.

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Discipline Reports

Dentistry

Medicine

Nursing

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Dentistry

The dental clinic at MCRI continued to provide dental services to handicapped children and training experiences to dental and allied students.

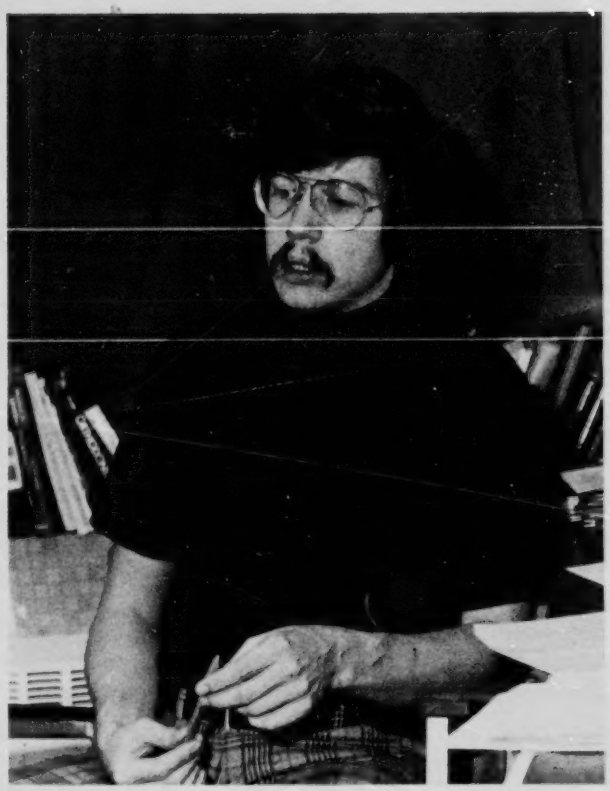
The staff consisted of one full-time and one part-time pedodontist, two dental assistants, and a pedodontic resident. The pedodontists both hold faculty appointments in the College of Medicine (department of pediatrics) and the College of Dentistry (department of pedodontics).

Staff changes since FY1974-75 included the resignation of one pedodontist to enter private practice, and the appointment of the clinic's present director.

For the first time, the clinic provided training opportunities for the dental hygiene students from the College of Dentistry at Lincoln.

The dental clinic provides the usual and customary dental services, including oral health maintenance, prophylaxis, topic fluoride application, and oral hygiene instruction; restorative dentistry; extractions; periodontal and endodontic treatment; behavior training to accept the dental environment, and prosthetic care.

Any child with a handicapping condition is eligible for care in this clinic.



George Beedle, D.D.S., director of the MCRI Dental Clinic.

A dental student receives training in the clinic.

Consultation services were provided upon request for any department within the Medical Center and to private practitioners.

Technical assistance activities include continuing education programs for practicing dentists, dental hygienists and dental assistants; community oral health programs for handicapped children and their parents, and oral health screening for handicapped children in outstate Nebraska.

The goal of the clinic's training program is to train graduate dentists, senior dental and dental hygiene students and dental assistants in the treatment of handicapped children in the dental office. Students observe and participate in the delivery of oral health care. Last year, 66 dental students, 20 dental hygiene students, and 20 dental assisting students participated in the training program.

Lectures, demonstrations, and observation were provided to students from other disciplines, including physical therapy, occupational therapy, pediatrics, and physician assistants.

The director participated in a research study and presented the results at two meetings of the International Association for Dental Research. The paper was entitled "Psycho-social Predictors of Success in a Children's Oral Health Maintenance Program."

The staff dental assistants presented a table clinic at the Nebraska State Dental Association meeting in April, winning first place.

Medicine

The department of medicine was staffed for the major part of the year by one full-time and two part-time pediatricians. Faculty appointments included one professor, one associate professor, and one assistant professor. A major and significant change occurred late in the year with the addition to the staff of a full-time pediatrician (assistant professor) who was assigned as coordinator of pediatric education.

One physician resigned after several years of association with the institute, but will be staying on a part-time, volunteer basis.

Diagnostic and evaluative medical services were provided to the Infant Development Program, the Early Middle AIMPARE Team, the Learning Disabilities Center, the Family Rehabilitation Program, and the Deaf-Blind Program. Medical supervision was provided for the residential program at the Hattie B. Munroe Pavilion. Department responsibilities also included medical support and supervision of the ongoing program in the department of physical therapy.

Services and supports for families referred MCRI showed an increase, as did the demand for physician services to the expanding programs at the institute.

Consultation continued to the bimonthly interdisciplinary cerebral palsy clinics conducted by State Services to Crippled Children (SSCC), and to the monthly SSCC Myelodysplasia Clinics. A total of approximately 20 consultations were provided to outstate SSCC clinics, the Beatrice State Home, and United Cerebral Palsy. Local agency needs are met on request. Approximately 250 children were seen in outstate clinics last year.

Students from the three- and four-year programs at UNMC continued to come through MCRI on a volunteer basis. In view of the large number of medical students in both programs, it was felt that an elective service by students would be to the mutual advantage

Donald Wuori, M.D., joined the staff in June, 1976.

Jack Trembath, M.D., wins a smile from a young patient.

of MCRI and the department of pediatrics. The numbers of students have exceeded the available training positions. It is hoped that with the extra, full-time physician, together with some readjustments in clinic scheduling, the department will be able to meet any increased demands for medical student training.

Residents in family practice and psychiatry as well as senior medical students used the facility for periods from one to two months. Physical therapy, occupational therapy, and dental students, together with teachers, were provided with supervision and individual case management training. During the training periods of these various disciplines, the medical department provided emphasis for the biologic basis of the specific disciplines as well as demonstrating the medical aspects of the individual cases under study. A formal course was taught to the senior physical therapy students.

Research activities in the department investigated the nature of early movement patterns in the premature, and continues to be funded by the National Foundation. A new teaching videotape and booklet on the Milani-Comparetti Motor Evaluation Scale was completed in conjunction with the physical therapy department and the Biomedical Communications Division of UNMC. The data collected in a retrospective study of 220 spina bifida children resulted in new grant applications to investigate certain aspects of the questions that have been raised. A paper on this subject was accepted for delivery at the annual program of the American Academy for Cerebral Palsy in September, 1976.

Technical assistance is provided by the department to schools, offices of mental retardation, and local service units on demand. individual requests to see children, either at home or school, are met if it is felt that by this method adequate services can be brought to children who may otherwise not obtain them.

Nursing

Janet McMullen, R.N., talks with workshop participants.

The department of nursing had one full-time staff member who is a pediatric nurse practitioner with a faculty appointment as assistant professor, and one consultant in nursing education.

As a member of all AIMPARE teams, the nurse takes patient histories, participates in physical examinations, administers developmental screening tests, conducts staffing conferences, and assists in developing recommendations for management or further evaluations. She participates in case management in collaboration with the physician.

In addition, the nurse offers assistance to families in carrying out recommendations, making home and/or agency visits, and provides help and information when children are referred to other agencies.

Nursing support is provided to the residential program, including assistance in the development of individual management plans for each child in that program.

Consultation and technical assistance were made available last year to Head Start programs enrolling handicapped children and to community developmental day care centers. Inservice and continuing education presentations were also available upon request.

Last year one graduate student in the College of Nursing Maternal-Child Nursing Program received training at MCRI focused on the cerebral palsied child and the child with learning disabilities.

Eight students in the baccalaureate nursing program, upper division, received training utilizing MCRI as a practicum setting for Health Reintegration Nursing, which includes the study of chronically disabling conditions.

Seventy-three medical students in pediatric clerkship spent two days each in observation and orientation to MCRI programs and services. This program was coordinated by the nurse.

A one half to one day workshop providing an introduction to the services for children with developmental disabilities was provided four times last year for a total of 342 students in diploma and associate degree nurse training programs in this area. The workshop included an introduction to the nurse's role in relation to other disciplines regarding prevention, identification, and management of handicapping conditions in children.

The staff nurse also participated in a task force of the College of Nursing to develop a nursing elective, Care of the Handicapped Child, which will be available in the spring, 1977.

Occupational Therapy

Judy Kimmel, M.A., director of occupational therapy, concentrates on teaching a child to use an adaptive feeding device.

The department of occupational therapy was staffed by two registered occupational therapists with faculty appointments as instructors in the Division of Physical Therapy Education, University of Nebraska Medical Center.

The department continued to provide evaluation services to all AIMPARE teams. Recommendations were made according to the specific needs of each child. Individual and group treatment programs as well as home program instruction were available.

A staff member attended the twice-monthly multidisciplinary cerebral palsy clinic conducted by State Services to Crippled Children at MCRI.

Consultation was provided to the MCRI Nursery School and the diagnostic classroom conducted by the Learning Disabilities Program. Services included group treatment within the classrooms, in-service training for staff, and consultation regarding individual children upon request.

An ongoing group treatment program continued for children 2 to 3 years old who need structured group experience.

Consultative services were also made available to the pediatrics department of University Hospital and to Children's Memorial Hospital.

Technical assistance was provided last year to the Eastern Nebraska Community Office of Retardation, to four Offices of Mental Retardation outside of Omaha, the public schools, Head Start centers, and to other occupational therapists in Nebraska and Western Iowa. These activities consisted of consultation about specific children, written material, lectures, or slide-tape presentations.

Eight undergraduate occupational therapy students were assigned to MCRI last year for a three-month pediatric field work experience. They represented Kansas University and Texas Women's University. Five occupational therapy students assigned to other area hospitals spent one half or one day observing at MCRI. Two certified occupational therapy students and two pre-occupational therapy students received half day observational experiences.

Lectures were provided to graduate students in special education from the Lincoln and Omaha campuses of Nebraska University. Five graduate students in special education at the University of Nebraska at Omaha received practicum experience in the evaluation of learning disabled children.

Occupational therapy lectures were provided for students in physical therapy, psychology, child development, and infant development.

The staff participated in a research project, an Intravenous Hyaluronidase Study of Mucopolysaccridosis Children, and assisted with a clinical study initiated by the Learning Disabilities Center.

With the assistance of the Media Resource Center, two three-part slide-tape presentations were developed on feeding and dressing.

Physical Therapy

The physical therapy department staff increased last year from four to five full-time physical therapists, including the director, three senior physical therapists, and one staff physical therapist. All have faculty appointments with the Division of Physical Therapy Education at the University of Nebraska Medical Center. Two are assistant professors, one an instructor, and two are assistant instructors. The department staff also includes a physical therapy aide II. This is a new category added to the state classification system in April 1976. The department played a major role in promoting the establishment of this classification.

One senior physical therapist resigned at the end of the fiscal year to accept a teaching position in the Division of Physical Therapy Education, UNMC, and will be replaced by a staff physical therapist.

The department provided evaluation and therapy services last year in the following categories: (1) children coming through the general MCRI intake process; (2) children seen on direct referral from other Medical Center departments and the Omaha area medical community; (3) children seen on an in- and outpatient basis for Children's Memorial Hospital.

In 1975-76 the department saw children for a total of 3,724 half-hour visits for therapy, 268 complete evaluations, and 66 short evaluations in the three categories listed above.

Consultative services are provided by the department to the following clinics and departments at UNMC:

(1) Pediatrics:

—Pediatric residents and medical students receive consultation twice monthly in pediatric/physical therapy rounds. Physical and occupational therapy practicum students also may attend these rounds.

—Twice weekly, children are tested using the Milani-Comparetti Infant Motor Development Screening Test in the Mothers and Infants High Risk Clinic, with subsequent reports and recommendations.

—Ad hoc consultations are provided on children admitted to the pediatric wards or seen in outpatient clinics.

(2) Pediatric Neurology:

—Consultations are given on an ad hoc basis.

(3) Orthopedics:

—Regular consultation services are provided in the orthopedic cerebral palsy clinic at University Hospital once a month.

—Ad hoc consultations are given on selected pediatric-orthopedic cases on the wards.

Physical therapy Director Dave Rohe lends a hand with shoes and socks.

(4) Consultation is provided to physicians in the Omaha-Council Bluffs area on selected cases.

(5) Consultation is regularly provided State Services for Crippled Children in the following clinics: Orthopedic Clinic, Beatrice State Home (twice monthly); Multidisciplinary Cerebral Palsy Clinic, MCRI, once a month; Myeledysplasia Clinic, University Hospital, once a month.

(6) Consultation is provided once a month to the Birth Defects Clinic at Children's Memorial Hospital.

In all, 581 children were seen in the various clinics last year.

Training and technical assistance activities fall into four categories. They include (1) full-time physical therapy practicum students, (2) short term interdisciplinary students, (3) special continuing education project, and (4) didactic presentations to undergraduate physical therapy students.

Full-time practicum students were given six-week training experiences. The emphasis is on total physical therapy management of a wide range of pediatric problems. In addition, two students were taken for an intensive two-week training period emphasizing evaluation and program planning for children with developmental disabilities.

Wendy Bruce, physical therapist, works with two of the department "regulars."

This project will develop a communication system among outstate physical therapists, a register of pediatric physical therapy services available outstate, and physical therapy services for special children across Nebraska.

The department provides didactic instruction to junior and senior students in the UNMC physical therapy training program. A total of 34 staff hours were devoted last year to lectures and demonstrations on topics ranging from child development to patient evaluation and program planning.

The department was involved in two research projects last year, including an interrater reliability study on the administration and scoring of the Milani Comparetti Infant Motor Development Screening Test, with consultation assistance from Jim Boismier, Ph.D., and a study on treatment of mucopolysaccaridosis being conducted by Kenneth Herd, M.D., of Creighton University.

Interdisciplinary students receive short term training experiences geared to their needs and interests. Observation, practical experience, formal presentations and demonstrations are available. An estimated total of 1,275 students from nine disciplines were served in this way last year.

The special continuing education project is a combination technical assistance - training program entirely funded, to date, by MCRI, with the object of increasing the amount and quality of physical therapy services available to developmentally disabled children across the state. Seven therapists were selected from strategic areas around the state who have had experience with developmentally disabled children, who expressed an interest in this type of work, and an interest in the project. These seven, with one additional non-stipend participant from out of state, were provided a one-week intensive course in physical therapy management of pediatric cases as well as in the production of workshops. They will subsequently be visited in their own clinics in order to transfer information presented at the workshop to their own specific cases. The final phase of the project will require each participating therapist to present a short workshop to therapists in his/her area on some aspect of management of children with developmental disabilities. Staff from the department at MCRI will be available to assist with each individual's workshop.

Maribeth Burns, physical therapist aide, enjoys a session with a young client.

Psychology

Psychology Director Mike Liebowitz, Ph.D., confers with Trisha Brockman (l.) an applied behavior technician, and Karen Budd, Ph.D., coordinator of training in applied behavior analysis.

The psychology department has a professional staff of seven, including the director, two training coordinators, a part-time staff psychologist, a full-time staff psychologist, and two applied behavior technicians. The director holds joint appointments as assistant professor of psychology, pediatrics and psychiatry. The coordinator of training in applied behavior analysis is assistant professor of psychology and pediatrics, while the coordinator of training in clinical evaluation and the part-time staff psychologist hold appointments as instructors in pediatrics.

The department provides evaluative services in three categories: (1) standardized intelligence and achievement testing; (2) behavioral evaluations designed to assess particular skill areas, instructional compliance, inappropriate behavior, and social responsiveness; and (3) the assessment of parental skills, child rearing practices, and pertinent developmental history through interviewing and structured observation.

Three types of service programs are offered: (1) intensive individual and group therapy for young, language delayed children; (2) an early intervention program (PASS) for children with behavior problems directed toward facilitating school success; and (3) individual parent training programs. The first program, for children from 18 months through 3 years, emphasizes the development of verbal, cognitive, and social functioning as well as remediation of significant behavior problems. The PASS Program (Programmed Activities for School Success) is an experimental early intervention program for preschool or kindergarten children whose behavior in the classroom is so disruptive that they are considered high risks for expulsion from regular public schooling. The program, conducted for the first time this past year by the psychology department, includes a remedial summer classroom and intensive follow-up in the child's local public school classroom. The parent-training program is designed to teach parents to apply behavior management procedures with their own children. In addition to these regular service programs, individualized therapy programs are initiated for children with other developmental and/or behavior problems.

Various outreach and consultative services are available to community agencies such as ENCOR, SCC, and the Offices of Mental Retardation, including site visits, follow-up visits, and other consultant services. Consultant services to other MCRI programs and disciplines, the Department of Pediatrics-UNH, and the J. P. Lord School are provided upon request.

The department conducts an active training program for university students in clinical, developmental, and/or experimental child psychology. The program places special emphasis on training in techniques of early remediation and habilitation of the developmentally delayed and behavior problem child through techniques of behavior modification. Trainees are given experience in psychological assessment, treatment, and case management of children having a wide variety of intellectual, emotional, and physical handicaps. The interdisciplinary nature of the program emphasizes working cooperatively with other disciplines concerned with the case management of the child. An integral part of the training program is active participation in applied research projects to develop and evaluate treatment services.

The department provided four pre-doctoral traineeships in psychology this past year. Trainees obtained their course work at Creighton University and the University of Nebraska at Omaha and spent approximately 20 hours per week in supervised clinical services and applied research at the institute for 10 months. In addition, 14 graduate and four undergraduate students each received approximately 150 hours of training in the psychology department. This past year two graduate students conducted their master's thesis research at MCRI with two other projects presently being planned.

A formal dichotomy of research and treatment programs does not exist in the department of psychology. Data are collected throughout all treatment activities; these data are used to evaluate the success of treatment programs and plan future activities. In addition, specialized research projects are conducted to investigate particular aspects of training or treatment programs. These projects entail controlled research designs and rigorous experimental methodology. Every student is given the opportunity and encouragement to publish research and treatment innovations.

Social Service

Seven full-time and one half-time social workers were on the social service staff last year. All have master's degrees in social work. Last November, three staff members passed the examination for certification from the Academy of Certified Social Workers (A.C.S.W.), leaving only one without that qualification.

All staff members have faculty appointments in either the College of Medicine or the School of Allied Health Professions. The director is an assistant professor in the department of medical and educational administration of the College of Medicine, with a joint appointment in the Graduate School of Social Work. One staff member is an instructor in the same department; another is an instructor in the department of pediatrics, College of Medicine. Of the remaining, four are instructors and one an assistant instructor in the School of Allied Health Professions. In late June, 1976, the director was accepted into the graduate faculty of the University of Nebraska.

The two social workers in the Multihandicapped Children's Services Program who each worked 50% in the L.B. 102 Program and the Deaf-Blind Program were reassigned last year so that each program now has a full-time social worker.

The department continued to provide supportive services to each diagnosis and evaluation team and program at MCRI by assigning needed social work full time equivalencies to these activities. Social workers participate in the evaluation of all families except those on direct referral, and participate in team staffings and interpretations. A social worker is assigned as a Client Program Coordinator to each family served in order to maintain continuity of services. C.P.C.'s were assigned to about 400 new families during the last year.

Social workers serve as family intermediaries, functioning as the communicative link between the family and the institute, families and community agencies, as well as between the community agency and MCRI in an effort to insure that families receive adequate and appropriate continuing care. The families whose children are in ongoing programs at MCRI receive long-term social services and in certain cases counseling from staff. Families recommended for family counseling are provided this service by MCRI staff or are referred to other appropriate agencies. Social workers are involved in all the follow-up and follow-along activities of the institute.

Families are also served through parent groups. Several families took advantage of the services offered through the five groups conducted by the department last year, including the new group for the parents of children in the deaf-blind classroom.

Technical assistance provided by the department to other organizations included workshop participation, lectures, consultation, and leadership by members of the staff. Social service staff members occupy national and local level committee memberships in professional organizations, have been involved in leadership, and have participated in national and regional conferences. Social workers, particularly those in the L.B. 102 and Deaf-Blind Programs, were involved in several outreach activities and provided technical assistance to local agencies. The director of the department, who has a joint appointment with the Graduate School of Social Work, taught one course and served on task forces and committees

Nancy Heinemeyer, M.S.W., talks with the mother of a client.

of the school including the personnel committee.

The social work training program has expanded considerably in recent years with an increase in the number and level of students served.

A total of 13 students were placed for training and supervision for differing lengths of time during the reporting period. Dana College, which placed the largest number of students, had one senior student during the summer, one senior during first semester, and two seniors during second semester. All these students were assigned for the equivalent of one semester. They also placed three undergraduate students for a three-week interim placement during the semester break. The University of Nebraska at Omaha placed three first year and two final year graduate students for a two-semester placement. Due to medical reasons, one first year graduate student could not carry out this assignment, while another dropped out after the first semester and returned to complete the assignment in a summer placement. Mount Marty College requested and placed a health administration student for a 480 hour summer practicum at MCRI. The social services director coordinated the training program and provided academic supervision for this student.

MCRI provides the unique setting for meeting the main objective of the social work training program, which is to fully utilize the experiences and opportunities within this interdisciplinary setting to provide, under staff supervision, the generic and specialized kind of training required by its students. The students get an opportunity to deal with the problems of families of handicapped children and gain the kind of insight which will help them to be more effective when dealing with families or individuals with problems, in similar and/or other settings.

Six of the eight social workers on the staff were involved in direct supervision of students last year. All members of the department plus the Coordinator of Intake and Referral Services participated in the task supervision and orientation of students. One of the final year graduate students, who had supervision as part of the curriculum followed at the School of Social Work, also was given an opportunity for direct supervision of an undergraduate student. All the practicum instructors maintained close contact with the Graduate School of Social Work at UNO by participating in the Omaha Agencies' Practicum Meetings and by serving as guest lecturers in formal courses whenever invited.

Although the department did not complete any research activities during the year, plans are under way for a follow-up of the Parent Satisfaction Study that was done during the 1974-75 year.

Speech Pathology

The department of speech pathology at MCRI is one of two locations for the Medical Center's Division of Audiology and Speech Pathology. (The other location is at the University of Nebraska Hospital.)

The professional staff of the department at MCRI last year consisted of the director, who also serves as associate director of the division, a coordinator of clinical services, a coordinator of training, and three staff clinicians.

Faculty appointments included one associate professor, two assistant professors, two instructors and one assistant instructor.

Clinical services of the department included a monthly average of 30 evaluations, 25 clinical staffings, 8-10 parent interpretations, and 200 therapy sessions.

The majority of children seen were between 3 and 10 years of age, although occasionally clients up to 21 years were seen. Most had language problems; many children also received the services of other departments and programs at the institute.

A number of activities increased substantially over past years, reflecting a general departmental emphasis on training and the dissemination of information. Prominent among these activities were outreach trips in which staff members delivered services where needed as part of a multidisciplinary team and instructed and counseled local service personnel in

Speech Pathologist Nancy Harlan gets some help from a doll in a therapy session.

improved methods of assessment and remediation of speech and language problems. Thirty-four communities were visited. As a result of these contacts, requests were received for follow-up in the form of published information, workshops, visits to the Omaha facilities, and return trips for the same or similar services.

Public school speech clinicians in the state were polled by a staff member to determine their needs for continuing professional education. Basic educational packets providing information on various speech and language problems were prepared and distributed to speech clinicians in state Educational Service Units.

Publicity given to one staff member's non-oral communication project brought numerous requests for training and service in this area. Additional funding is being sought.

Slide-tape packages on auditory processing problems were developed for use by teachers and lay people. A set of language comprehension therapy materials also was prepared. Both projects are awaiting additional funds.

An activity initiated last year was a "Concert Series" of lectures on various aspects of communication. Subscriptions to the series as well as door admissions were sold. Presentations included, "Contemporary Approaches to Articulation," Leija Mc Reynolds, Ph.D., October, 1975; "Stuttering Assessment and Therapy," Eugene Brutten, Ph.D., November, 1975; "Language Testing and Therapy," James Mac Donald, Ph.D., January, 1976; "The Supervisory process," Jean Anderson, Ed.D., February, 1976; "Legislative and Professional Issues in Learning Disability," William Healey, Ph.D., April, 1976.

Five graduate level speech and hearing students from the University of Nebraska at Omaha received practicum experience at MCRI for a total of about 700 hours.

Approximately 55 senior dental students and 18 dental hygienists from the University of Nebraska at Lincoln received approximately 75 hours of instruction in the department. Three pedodontic residents and one physician's assistant received about 21 hours of course instruction on speech and language development.

A variety of degree-seeking and non-degree students received lectures, workshops and demonstrations from all members of the department staff. This accounted for 50 hours of instruction.

The director was involved in a joint research project on language comprehension with a post-doctoral trainee from the University of Nebraska at Lincoln. The Lincoln student also observed ongoing therapy in the department.

Speech Pathologist Faith Carlson works with a child on nonverbal communication.

Interdisciplinary Program Reports

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Child Care Technician Training Program

There is a countless variety of health, education and welfare services which depend critically on competent child care personnel for the attainment of their treatment goals and there seems to be unanimous agreement among leadership personnel in community facilities and service programs that there is no substitute for a stable, well-trained and highly motivated child care staff in meeting the multi-faceted needs of developmentally delayed children and young adults.

Utilizing MCRI as a specific interdisciplinary, technician training resource, and working cooperatively with the Metropolitan Technical Community College (MTCC), a program of training for child care technicians has continued to flourish. The program was inaugurated in 1970.

The training program is aimed toward individuals between the ages of 18 and 50 years who show a genuine interest in and desire to work with handicapped and developmentally disabled children as professional care-takers. Candidates for the program either qualify at the time of application for entrance into college, or, if they show aptitude but lack general education development equivalency, are assisted by remedial instructors from the MTCC to obtain this prerequisite.

The two-year program combines formal academic study with the exciting, interdisciplinary work experience possibilities exisiting within the institute, UNMC, and related community service programs.

Each year of study consists of approximately 45 quarter credit hours of classroom instruction plus a wide variety of supervised child laboratory experience with handicapped and developmentally delayed children. This work/study arrangement has been divided into six twelve-week quarters in compliance with the quarter system employed by MTCC. It provides on a continuum basis:

1. An interdisciplinary approach to methodology, principles, and techniques involving the care, training, and behavior management of multi-handicapped children.
2. Knowledge and resources for attitudinal growth, enabling a student to work more effectively with children, parents, other child-care workers, professional personnel from many disciplines, and interested public.
3. Orientation, observation and practicum periods in a variety of affiliated facilities and settings, to better acquaint the student with the types of work available in the field of child care.

An Associate of Arts degree is awarded by MTCC upon successful completion of two years of study. The community college conferred 6 diplomas this past year. Seventeen new students were admitted in September, 1975, and it is anticipated that 13 of these will complete their second year of study in June, 1977.

Instructors for this program include members of local college and university faculties and community service agencies. Several MCRI staff members continue to participate in many aspects of the educational activities, which include formal lectures and demonstrations, field trips, clinical staff conferences, individual therapy observation and participation, guest lectures, films and slide presentations. Adult education rooms, well-equipped with appropriate audio-visual teaching tools, have been provided at the Fort Omaha campus of MTCC and within the institute for instructional purposes in the following areas of study:

Human Growth and Learning
First Aid
Introduction to Education of the Handicapped
Personal and Community Health
Methods I, II, III
Human Anatomy and Physiology
General Psychology
English and Speech
Home Management
Special Health Problems of Children & Youth
Practicum I, II, III
Observation and Participation in Special Education Programs
Community Resources
Psychology of Exceptional Children
Vocational Guidance

Students spend 30 to 40 hours a week at the institute and other community service agencies, attending classes and participating in related child laboratory experiences. The general purpose of observation and participation in formal child laboratory experiences is to help the student to continue to develop a repertoire of personal and professional competencies related to prescriptive programming for developmentally disabled children, and to develop a better understanding of the role and contribution of professional and paraprofessional personnel of many disciplines in establishing effective total life adjustment patterns for these children.

In addition to practicum rotations at MCRI and Hattie B. Munroe Pavilion, our students were afforded experience at various community facilities - J. P. Lord School, Nebraska Psychiatric Institute, Omaha Hearing School, Nebraska School for the Deaf, Nebraska School for the Visually Handicapped, Beatrice State Home, Madonna School for Exceptional Children and the Child Saving Institute. The continued interest in our training program and support of endeavors to improve the competencies of our students shown by the administration and staff members at these facilities is gratefully acknowledged.

Family Rehabilitation Program

Dan Baker, M.A., with a client in the Family Rehabilitation Program.

The Family Rehabilitation Program assists handicapped youth, ages 12 to 21, along with the family, to develop realistic goals for future years through vocational and family guidance. The program is designed to provide specialized services which are not feasible or are not available in local or regional programs, as well as to serve the client with special problems and/or needs who could benefit from a university based program. In particular, this includes individuals with combinations of handicaps which make it difficult for them to adjust behaviorally, or which make prevocational evaluation and counseling difficult. The program also facilitates a smooth transition from various community and special education programs to the vocational training and placement programs needed as the client approaches adulthood.

There are five full-time professional staff members. Three have faculty appointments in the departments of psychiatry and pediatrics at the Medical Center. Last year, one staff person was added in order to implement a program of outreach and follow-through services for clients referred to the program at MCRI and for community programs which could continue working with them at the local level. Another staff person was added for internal administration of program services, freeing the director for external development, consultation, and research.

Family Rehabilitation Director Jack Stark, Ph.D., second from right, counsels a client and his parents.

Ray Randolph, coordinator of community affairs for the Family Rehabilitation Program, demonstrates a testing procedure.

Services to clients typically begin with evaluation by the Family Rehabilitation AIMPARE team. Individual Program Plans (IPP) are developed by the team and objectives set forth to assist the client in achieving his optimum level of independent functioning and vocational placement. Follow-along plans are formulated to assure that objectives are met and/or new programs initiated when appropriate.

In addition to planning and guidance, the staff is involved in a program of individual, group, and/or family counseling. This program deals with social adjustment and behavioral problems that need to be resolved for client success. It also may be geared to deal with marital problems that parents face.

The outreach worker is available to travel to the client's locale to facilitate the plan suggested as a result of the evaluation. These trips usually include demonstrations and inservice training for the staff of other human service agencies, parents, or educators involved with the patient. When necessary, other team members may also visit the local community to assist with specific programming.

Technical assistance is provided to schools, Office of Mental Retardation workshops, and other human service agencies working with the severely disabled population. This assistance takes the form of workshops conducted by the Family Rehabilitation Program staff and individual visits by the outreach worker and/or professional staff from other disciplines at MCRI.

The training component of the program has emphasized continuing education for professionals working in the field of human services in the state, and the development of psychotherapeutic skills for graduate students in counseling psychology.

Continuing education is provided through the Human Service Institutes (HSI) conducted by the program staff. These HSI provide interdisciplinary training to state and local agency personnel, faculty, staff, and students. Participants last year represented dentistry, medicine, nursing, occupational therapy, physical therapy, psychology, psychiatry, rehabilitation counseling, special education, speech pathology, social work, and related disciplines. A total of 440 professionals participated last year.

The practicum program for students in counseling psychology incorporates training in empathy, interpersonal relations, and Rational-Emotive Therapy. One graduate student completed practicum training last year. Three undergraduate students received training full-time for a month between regular semesters.

Seven students from the Nebraska Psychiatric Institute psychiatric internship program for vocational rehabilitation counselors received training through a seminar conducted by the Family Rehabilitation Program entitled "The Psychiatric Aspects of Rehabilitation." Three dental students per week received orientation to family rehabilitation; one medical student was seen for orientation each week during their rotation in pediatrics, and eight freshman medical students were given interview skill training.

During the last year, a computerized program has been developed for "Career Analysis for the Medically Disabled." Planning is being completed for research involving the multiply handicapped adolescent which will utilize biofeedback and electrophysiological equipment. Studies are also being conducted on the effectiveness of the outreach project.

Infant Development Program

Paula Bell, a graduate trainee, with a mother and child in the Infant Development Program.

The Infant Development Program's philosophy is that the most important "teachers" of developmentally delayed infants are those who spend the most time with these children. . . their parents. Accordingly, the program's emphasis is on evaluating children and setting goals, and providing training for parents in implementing these goals through a home program of developmental activities.

Programs are designed for individual children based on their current developmental level and objectives are set based upon specific developmental sequences.

Seven teachers comprise the program staff. Two hold faculty appointments. The director is an asociate professor of nursing and psychology; a second staff member is an assistant professor in the School of Allied Health Professions. The interdisciplinary staff represent special education, early education, nursing, physical therapy, and psychology. All staff members have similar roles. . . serving as instructors for parents regarding home implementation of goals.

Developmentally delayed children from the Omaha area and outstate Nebraska from birth to 30 months of age are served in the program. Their handicaps range from mild to very severe. Last year, 80 children were seen on a once or twice weekly basis at MCRI, and an additional 50 were served less frequently by a travelling resource teacher. The developmental progress of all participating children was monitored at three month intervals.

The program provides technical assistance through a cooperative agreement with Eastern Nebraska Community Office of Retardation involving training for ENCOR infant teachers and three-month evaluations of children served in that agency's infant program.

Infant Development Program Director Corry Robinson, Ph.D., with a patient.

The staff also provided several workshop presentations on infant sensorimotor assessment to Office of Mental Retardation and State Department of Education preschool staffs.

Training for students is also provided in the Infant Development Program. Last year five master's level students from Boston College received 8-12 weeks of full-time training in evaluating and teaching multihandicapped children. Four junior year students in nursing spent eight hours per week for six weeks receiving training which familiarized them with problems of chronic handicaps and associated family adjustment problems. One psychology graduate trainee received a one year training experience, and an undergraduate psychology student received one semester of training.

Two research projects were underway last year. An outside researcher conducted an investigation of family organization variables which are presumed to affect a family's capacity to carry out a developmental program for their child. The implications are for modifications of the program to best meet a particular family's organization. The study was financed by a Bureau of Education for the Handicapped student research grant.

The second project aims at modification of sensorimotor and standardized assessments to better reflect the learning potential of multihandicapped children.

The Variety Club of Omaha continued its support of the program.

Learning Disabilities Center

The Learning Disabilities Center (LDC) is sponsored cooperatively by MCRI, the department of special education at the University of Nebraska at Omaha, and the Office of Special Education, Nebraska State Department of Education.

The LDC provides services within its interagency framework to children experiencing learning difficulties and to their families and schools. A 1975 definition supplied by the State Department of Education states: "Specific learning disability children shall mean those children of school age who have a verified disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which disorder may manifest itself in an inability to listen, think, speak, write, spell or do mathematical calculations. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or emotional disturbance, or of educational disadvantage."

The Learning Disability Center takes advantage of the interdisciplinary nature of MCRI. Colleagues in the various disciplines provide consultation upon request.

The center has three full-time staff members with faculty appointments in the department of medical and educational administration, and two part-time staff members.

Services for children begin with programming and MCRI intake. All available medical, educational, and family background information is collected and charted for review at programming by a physician, the LDC director, and the intake social worker who coordinates each child's total interdisciplinary needs.

Parents are given a brief orientation upon their initial visit to the center, which acquaints them with the interdisciplinary team approach to their child's needs and indicates the importance of parent involvement throughout all further activities.

The center's remedial instructor completes both informal and formal diagnostic evaluations along with other professional staff members. When the child has been seen by the remedial instructor, psychoeducational consultant, learning disabilities specialist, or director for diagnostic evaluations, a staffing conference is held. Teachers are invited to attend. Center personnel make recommendations on the basis of the diagnostic information that has been gathered.

Selected children with learning difficulties are offered limited diagnostic teaching services at the LDC from special education students in training. Under the supervision of the staff, teaching activities are provided based on the child's diagnostic and

Joanne Carlson, Ed.D., center, helps a student in the diagnostic classroom as a special education student observes.

corrective program.

Last year, a total of 228 children were served by the Learning Disabilities Center. Sixty were from outstate Nebraska. Seventy-nine received services in the diagnostic classroom.

Technical assistance was provided to school personnel and educational service unit staff. LDC staff members presented 20 workshops and presentations in the Omaha area and outstate Nebraska on evaluating children with learning disabilities, remedial materials available, and special techniques for working with children at home and at school.

Six issues of *Direction in Learning Disabilities* were published and distributed to 800 people throughout the state. Three slide tape presentations were developed and made available for use upon request. They are "Is He Ready for Math?", "Mastering Math," and "I Hear Funny," the latter developed in cooperation with the department of speech pathology and dealing with problems of auditory closure and auditory memory.

Eight undergraduates and 46 graduate students in learning disabilities from UNO received practicum training in the diagnostic classroom last year. Another 60 graduate students received course work.

The LDC offers preservice and inservice graduate training to graduate students in special education from UNO. Interdisciplinary training experiences are offered to students from other disciplines and programs at MCRI, as well as the department of pharmacy at UNMC.

Consultation is provided by the LDC to the department of pediatric neurology at UNMC. The staff provides educational evaluations to AIMPARE teams at MCRI.

Two research projects were initiated involving studies of self-concept in children. One study will investigate factors contributing to a child's self-concept. The other study involves both experimental and control groups. The experimental group is exposed to lessons in sensory integration and self-concept management. Post test results will indicate whether the treatment was statistically significant.

Multihandicapped Children's Services

L.B. 102 Program

Deaf-Blind Program

Group Home

This young man in the program for multihandicapped youth shows his optimism.

L.B. 102 Program

This is a state funded program based on Nebraska legislation which provides for the care and education for children from birth till completion of a suitable program, not to exceed 21 years of age, who have two or more educationally significant handicapping conditions. This includes children who are both deaf and visually handicapped; physically handicapped children with mental retardation if, in the opinion of the examining physician and psychologist, the child's condition can be improved materially by education and treatment; and any other combination of educationally significant handicaps. The program provides services for such multihandicapped children for whom there is no other provision in Nebraska law for education and training. It is funded under Legislative Bill 102, now Statute 43-330 and 43-601.

Since L.B. 102 is an education bill, the program is administered by the State Board of Education through a screening committee, while MCRI provides technical assistance. Institute responsibilities include the following: 1) diagnosis and evaluation, 2) development of a plan for necessary medical treatment, 3) development of an appropriate educational plan, and 4) coordination of supportive services at the local level.

Six professional staff members carry out the responsibilities of the institute in the L.B. 102 program. The director, with specialization in public health, holds a faculty appointment in the department of medical and educational administration of the College of Medicine. The special educator has an appointment as assistant professor in the same department. At the beginning of the reporting period, two half-time social workers, one an instructor and the other an assistant instructor in the School of Allied Health Professions, were assigned to this program. A change was made, reassigning one to the L.B. 102 program full-time and the other to the Deaf-Blind Program full-time. Of the two remaining professional staff members, one is a special education teacher and the other a recreational therapist.

Additional staff from the other disciplines at MCRI provided services as needed, particularly for diagnosis and evaluation by the AIMPARE team which serves this program.

The program provided services for about 25 children last year. Several others who were referred to the program were not accepted for services during the 1975-76 period. Some of the children funded under L.B. 102 were placed in programs in Omaha at MCRI or the J. P. Lord School. Children who did not live within commuting distance stayed at the residential facility, a group home at the Hattie B. Munroe Pavilion, or were placed in foster homes. A special program for multihandicapped youth conducted at MCRI was part of the L.B. 102 program. These youngsters generally spent half a day in academic training and the other half day in vocational training at Goodwill Industries.

A few children received services under this program at the Martin Luther Home in Beatrice. Those who qualified for the program but could not receive the appropriate services in Nebraska were placed in training programs outside Nebraska, such as the School for the Deaf-Blind in Colorado Springs, Colo., Institute of Logopedics, Wichita, Kans., and the Institute for Physically Handicapped in Jamestown, North Dak. Partial coordination of programs for children in these out-of-state facilities was done by the L.B. 102 Program staff.

The staff was involved in many home visits and visits to programs and community agencies. These visits often provided for technical assistance to community agencies as well as for case finding. Two of the L.B. 102 staff members provided consultation to the Omaha Suburban Area Council of Schools Special Education Program.

Children deemed suitable for services under this program were referred to the L.B. 102 AIMPARE Team by the Coordinator of Intake and Referral Services at MCRI. The children were then initially screened by the L.B. 102 - Deaf/Blind Coordinating Committee to determine whether they were appropriate for diagno-

sis and evaluation by the L.B. 102 or Deaf/Blind AIMPARE Team. Children who are selected for diagnosis and evaluation by these teams and found suitable for services under the L.B. 102 Program were brought to the state screening committee with MCRI recommendations. Children recommended by other AIMPARE teams and programs were also considered and, if judged appropriate, brought to the state screening committee by L.B. 102 staff. Children recommended by the screening committee and approved by Commissioner of Education of Nebraska were accepted for services.

Follow-up of all children ever served in the program, and supportive services for the parents of multihandicapped children, got under way as a part of this program. Questionnaires were sent to parents of previous L.B. 102 children to determine their status and wherever possible to consider the appropriateness of their present programs. Follow-up and follow-along services will be strengthened and carried on as a major part of this program for the coming year.

Deaf-Blind Program

The Deaf-Blind Program at MCRI serves Nebraska children with educationally significant impairment in both vision and hearing. The focus of deaf-blind education is upon providing students with communication training appropriate to their sensory capacities. Training begins with tactile communications at a prompting level and proceeds to more complex levels as the child responds.

The program has four components. First, as a statewide program, its goal is to identify, evaluate, and provide follow-along of placement for deaf-blind children throughout the state, and to provide support for the families of these children. Consultation is available to programs not specifically for the deaf-blind but in which deaf-blind children are enrolled. Four staff members are involved, two with faculty appointments. The director is an associate professor of nursing and psychology. A second staff member is an assistant professor in the School of Allied Health Professions.

Susan Hupp, M.Ed., is a resource teacher for the Deaf-Blind Program.

Ann McNally, a teacher in the classroom for deaf-blind children, works with a student.

Second, direct educational classroom services are provided for deaf-blind, multihandicapped children at MCRI through a contract with Omaha area public schools. Classes are held during the school year and in a six-week summer session. Special emphasis is placed on language training at the pre-verbal, pre-symbolic level. Four teachers and four teacher assistants staff this part of the program, last year serving 11 children.

Third, direct services are provided to deaf-blind infants through the Infant Development Program at the institute, following the program model described in the Infant Development Program section of this report. The regular infant program staff provided services for 10 deaf-blind infants last year.

Finally, deaf-blind children who are residents of the Beatrice State Home receive services through the TACDAL Program there. The Beatrice program had a staff of seven serving 40 children last year.

A six-week training experience in chronic handicapping conditions was provided last year to four junior year student nurses.

Group Home

A residential program for children with two or more educationally significant handicaps, whose needs cannot be met in their home communities, continued at the University of Nebraska Medical Center utilizing the combined facilities of MCRI and the Hattie B. Munroe Pavilion.

During the school months of this fiscal year, an average of 12 multihandicapped children, who represent a wide variety of developmental disabilities in combination, resided at the Munroe Pavilion on weekdays under the auspices of L.B. 102. They participated on both an individual and group basis in therapies and education programs offered through MCRI. These youngsters, ranging in age from 3 to 14 years, attended classes at J. P. Lord School, an Omaha Public School facility, and/or participated in MCRI's Early Education Program.

In an attempt to provide more effective and efficient coordination of in-house educational and therapeutic services to L.B. 102 children who reside at the Hattie B. Munroe Pavilion, and to the parents of these children, MCRI with appropriate designated staff support, assumed full responsibility for the daily management of this population. As each youngster in residence with us necessarily receives input from representatives of several individual disciplines on a daily basis in the Hattie B. Munroe, MCRI, and J. P. Lord program settings, it was felt such an arrangement would insure more consistency in meeting the prescriptive care needs of these children. The minimization of transient relationships with unwarranted numbers of adults and the creation and maintenance of a social-emotional climate for ech child which promotes his or her best performance in all activities of daily living was deemed essential. Strong emphasis was placed on providing this support during the time these youngsters are not actively participating in their formal school placements. Appropriate staffing patterns which affect the "home-like" atmosphere we would hope to cultivate became a logical priority.

MCRI received approval from the University of Nebraska Medical Center and the State Department of Education to operate a group home at the Hattie B. Munroe Pavilion in September, 1975. The program began officially on November 3, 1975. A nursing staff of eleven was replaced by a set of houseparents and four Child Care Technicians. Recruitment of experienced and enthusiastic "houseparents" proved to be a lengthy and difficult venture but a highly successful one!

MCRI's recreation therapist augments this staff and provides for continued development of the children's physical and mental abilities through organized activities both on and off the Medical Center campus. Support for these experiences was provided by an average of ten students, child care technician trainees, participating in clinical practicum rotations on the residential unit.

Direct services to families of residential children were given by designated staff members and managed by the client program coordinator, an MCRI social worker who maintains and facilitates communication with parents through counseling interviews and parent group meetings. Formal management suggestions and inservice opportunities were also provided for the residential staff by select program

Tom and Kathy Reynolds, R.N. (right) enjoy "their" children at the group home where they serve as houseparents. Child Care Technician Ruth Gustafson, a staff member, is at far left.

and discipline service personnel at MCRI.

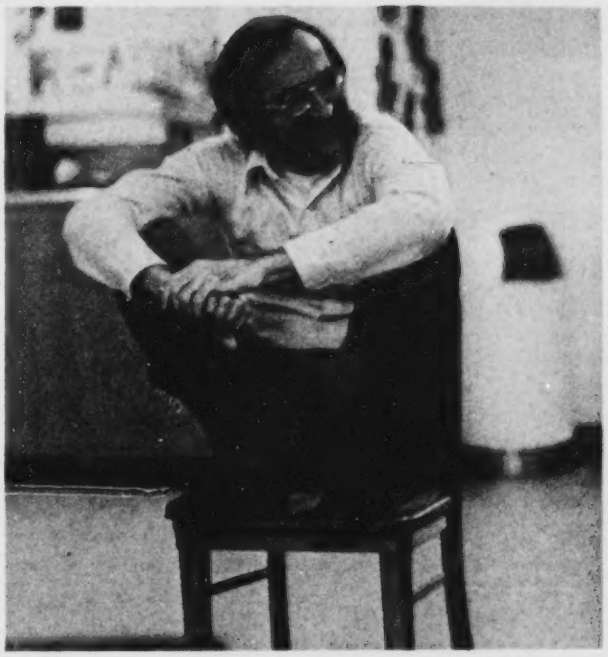
Numerous outreach project activities related to the residential population were undertaken during this past fiscal year. These included home visits to families of residential children and involved the provision of technical assistance to local school districts, educational service units, and other community service agencies in an attempt to eventuate community programs for this population.

Nursery School

The nursery school's philosophy is based on the concept of the child as a developing human being who functions within a unit that is characterized as a family. The role of the nursery school is to provide the services which will allow the child to grow as rapidly as possible. The services provided do not focus exclusively on the child. Since the child is a member of a family, we must also provide those services which the family requires in order to best meet the child's developmental needs.

Since no discipline alone can meet the needs of the child and his family, the nursery school program operates on an interdisciplinary model, taking advantage of the highly trained representatives from the various disciplines at MCRI. The major disciplines involved in the program are special education, social work, physical therapy, speech pathology, occupational therapy, and psychology.

The full-time professional staff last year included a coordinator with an appointment as assistant instructor in the School of Allied Health Professions, two teachers paid for by the Omaha Public Schools and two teacher assistants. Part-time staff consisted of the program director, who has an appointment as assistant professor in the UNMC Department of Pediatrics, a secretary and a social worker. Therapists from the departments of speech pathology, physical therapy, occupational therapy, and psychology provided consultation on a regular basis.



William Callahan, Ph.D., is director of the nursery school.

Last year, 27 children attended nursery school classes at MCRI. They ranged in age from 3 to almost 8 years; the developmental age range was 7 months to about 5½ years. No upper or lower age limits are placed on children enrolling in the program. Placement is made according to the needs of the child.

Some of the conditions represented included mental retardation (both educable and trainable), orthopedic involvement (ambulatory or nonambulatory), speech and/or language disorders, behavior disorders, and sensory disorders including vision and hearing problems.

Educational Program

The intervention program provided in the nursery school is based on a rating scale composed of ten different areas of development. Each area is composed of 36 developmentally sequenced behaviors, covering the developmental ages of birth through 6 years. The ten areas include self help, fine hand, upright posture, locomotor, personal social, body perception, visual motor perception, pre-academic, receptive language, and expressive language. All children are assessed on this rating scale, and some of those skills that the child does not show are selected to form the basis of the educational program. Back-up support is available from the therapists who visit each class for at least one hour per week.

The nursery school's educational services are provided at no cost. A fee is charged for diagnostic work and individual or group therapy sessions in speech pathology, physical therapy and occupational therapy. Need for these sessions is determined by the respective discipline.

Parents are directly involved in the decision-making process for their child. Any time a major

change in the child's program is contemplated, the parents are notified and must give their permission. (A major change is defined as any programmatic change except a change in the educational objectives that are the basis of the overall intervention program.) If there is not acceptance of a change recommended by the staff, the change is dropped or modified to meet the desires of the parents and the staff.

When a child leaves the nursery school, a copy of the educational report is given to the parents which describes the child's present level of functioning, the objectives that the child has attained in the last evaluation period, and those objectives which would be worked on in the next period. This allows the new program to begin implementing a program for the child immediately. Approximately one month after leaving the nursery school and/or entering a new program, the child's parents are contacted to determine their satisfaction with the new program. Any dissatisfaction is remedied by communication with the new staff or arranging for the child to return to MCRI.

Parents were involved last year in an active parent-teacher group (P-TA). The group met monthly to hear speakers provided by the nursery school staff addressing themselves to topics selected by the parents. Each classroom had a room mother who planned holiday parties and worked with the staff and other volunteers to implement these activities. Parents of children who had been in the program more than one year were paired with new parents in the "Pilot Parent" project to help the newcomers become familiar with the program. It was the second year for this successful project. An annual orientation meeting is held each fall, planned and implemented by returning parents and the staff.

Small discussion groups facilitated by students in social work were open to parents, and the psychology department offered courses in behavior management.

Formal parent-teacher conferences are scheduled by the staff at least twice yearly. Informal conferences can be held at any time throughout the year upon parental request.

The nursery school coordinator writes a newsletter for parents and staff including announcements and articles by parents, teachers, and other MCRI staff members.

Both practicum and didactic training is offered to students in special education using nursery school resources. Last year approximately 100 undergraduate students enrolled in Introduction to Special Education at the University of Nebraska at Omaha were taught at MCRI. About 50 graduate students were enrolled in two courses taught at MCRI. These students came from a variety of colleges and disciplines.

Practicum experience was provided in the nursery school for two graduate students pursuing an emphasis in early childnood education for the handicapped at UNO and for one undergraduate child development specialist at the University of Iowa.

Students enrolled in the Child Care Technician Program also received practicum experience through the nursery school.

Students from other disciplines at MCRI receive much of their practical training by utilizing the children enrolled in the nursery school. This cooperative approach makes a more intensive, comprehensive, and individualized program available for the children as well as providing a sound practicum base for the trainees.

An occupational therapy student, left, with nursery school teacher Kathy Major and students in one of the classrooms.

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Office of Research

The Office of Research at MCRI assists MCRI staff in research and program evaluation. The office coordinates efforts of MCRI staff to utilize existing space and equipment, in order to achieve maximum research utilization. The Office of Research focuses on three areas of endeavor: research with children and adults, behavioral instrumentation, and research review.

Three committees, the MCRI Committee on Human Investigation, the Behavioral Instrumentation Review Committee, and the Research Review Committee, were formed this past year at MCRI by the research department.

The MCRI Committee on Human Investigation ensures that all research at MCRI dealing with children and adults follows the guidelines as specified by the United States Department of Health, Education and Welfare. This committee serves as an intermediary body preliminary to the Committee on Human Investigation of the University of Nebraska.

The Behavioral Instrumentation Review Committee reviews requests for equipment purchase to be used at MCRI. It is responsible for ensuring compatibility of purchased equipment whenever possible.

The Research Review Committee assists members in producing their research. The committee is made up of MCRI staff with wide background areas of research experience. The committee acts as a consultative body for staff members who engage in research or who intend to present research papers at major conferences. The committee is facilitative in nature and is obliged to support research and research presentations through the peer review process.

Research projects at MCRI initiated or continued during this past year were predominantly medical or behavioral in nature. The studies covered a wide range of research problems including inborn errors of metabolism, language and cognitive disorders, congenital disorders, behavioral disorders, sensory motor development and non-verbal forms of communication. Subject populations included families receiving service at MCRI, children with Hurler's syndrome, developmentally disabled infants, preschoolers and handicapped adolescents.

J. M. Leibowitz, Ph.D., director of the Office of Research.

Future Plans

The full-time appointment of another pediatrician this past year will allow us to significantly expand and develop the teaching of the care and management of the handicapped to residents and medical students as well as physical and occupational therapists, nurses,psychologists, and other relevant allied health personnel.

The Nebraska ChildFind Project, which was established at the end of this past year through the Nebraska Department of Education, Special Education Section, has completed the planning and research phase of implementation. It is expected that this project will have no difficulty in accomplishing all objectives in the coming year in the identification, location, diagnosis, and program placement of all presently unserved handicapped children from birth to age 21 in Nebraska.

The Family Rehabilitation Program has negotiated a contract with the Omaha Public School District to implement a Job Development Program for Severely Trainable Handicapped Young Adults. The objectives of this program are to provide competitive employment screening evaluations to 75 severely/ trainable handicapped students who have completed their educational training in the Omaha Public Schools, to implement individual vocational program plans for each client in conjunction with their families and teachers, to develop work stations at University of Nebraska Medical Center and in community industrial settings for individuals ready for training and placement, to provide counseling to clients and their families, and to provide training to the Omaha Public Schools classroom teacher and to graduate students in order to promote program generalization.

Planning has been initiated this past year for the development of a computer-based, client data system at MCRI. An ongoing institute committee was established for this purpose and proposals are formally being developed for the design and implementation of such a system which should be completed early next year. This will provide an automated means to store and retrieve client data for required reporting, research, and management activities.

It is anticipated that there will be a general growth and expansion throughout most institute programs dictated by the growing demands for training and service which are already evident.

Statistics

Visits for Evaluation and Therapy

Evaluations	1974-75	1975-76
Medical	297	209
Psychology	412	448
Physical Therapy	282	334
Occupational Therapy	232	200
Speech Pathology	218	193
Family Rehab.	45	41
Special Education	68	41
Social Work Contacts	6,963	8,070
Infant Lab		58
Dental Clinic		754

Therapy	1974-75	1975-76
Medical		54
Psychology	1,560	1,834
Infant Lab	1,228	1,774
Family Rehab.	63	269
Learning Disabilities	905	4,026
Physical Therapy	3,125	3,075
Occupational Therapy	592	847
Speech	2,083	2,125
Clinic Recall		127

PATIENTS SERVED

	1974-75	1975-76
New Patients	365	366
Other Patients	352	517
Total Patients	717	883

TRAINING SUMMARY: PRACTICUM
July 1, 1975 - June 30, 1976

Department	Students	Instructional Hours	Range
PSYCHOLOGY			
Graduate Students	17	4860	30-800
Undergraduate	4	680	30-800
FAMILY REHABILITATION			
Graduate Students	2	160	60-100
Undergraduate	3	420	140
OCCUPATIONAL THERAPY			
B.S. Candidates	9	4360	480-520
LEARNING DISABILITIES			
Graduate Students	47	2285	75-560
Undergraduate	8	750	24
MEDICINE			
Medical Student	1	176	176
PHYSICAL THERAPY			
B.S. Candidates	10	1980	80-240
SPEECH PATHOLOGY			
Graduate Students	12	1170	15-150
SOCIAL WORK			
Graduate, M.S.W. Candidates	5	2006	560
Undergraduate	8	1740	336
SPECIAL EDUCATION			
Special Projects			
Student Teaching	1	225	225
CHILD CARE			
A.A. Candidates	20	2300	560
B.S. Candidates	4	800	300
PEDODONTICS			
Dental Residents	6	1440	240
Dental Students	66	2640	40
Dental Hygiene Students	20	800	40
Dental Assistant Students	20	640	32
NURSING			
Graduate Students	1	96	96
Undergraduate	8	380	54
INFANT PROGRAM			
Graduate Students	5	2468	320-480
Undergraduate	1	40	84
ENCOR Inservice	3	180	60

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TRAINING SUMMARY: OBSERVATION/LECTURE
July 1, 1975 - June 30, 1976

Department	Students	Instructional Hours
MEDICINE		
Medical Students	74	2040
NURSING		
Nursing Students	244	1081
SPECIAL EDUCATION		
Undergraduates	120	5400
Graduates	35	1575
LEARNING DISABILITIES		
Undergraduate Students		
Graduate	70	2800
FAMILY REHABILITATION		
Human Services Institute	400	2720
Graduate Students	9	322
PHYSICAL THERAPY		
Undergraduate Students	30	300
SPEECH PATHOLOGY		
Lecture Series Participants	400	660
PSYCHOLOGY		
Graduate Students	92	498
Undergraduates	50	110
INFANT PROGRAM		
ENCOR Inservice	14	468
EARLY CHILDHOOD		
Head Start Staff	76	804

Grant Support

1975-76

FEDERAL		$574,851
Children's Rehabilitation Institute Training and Study Project, Department of Health, Education and Welfare, Maternal and Child Health Service	$177,148	
University Affiliated Facility Grant, Division of Developmental Disabilities, Rehabilitation Services Administration, Social and Rehabilitation Service	82,002	
Program for Deaf-Blind Children, United States Office of Education, Mountain Plains Regional Center for Services to Deaf-Blind Children	105,041	
Community Alternative Service System Program, Division of Developmental Disabilities, Rehabilitation Services Administration, Social and Rehabilitation Service	74,875	
Head Start Program, Department of Health, Education and Welfare, Office of Child Development	58,646	
Childfind Project, Department of Health, Education and Welfare, Office of Education	77,139	
NON-FEDERAL		193,673
MCRI Women's Guild, Learning Disabilities	3,200	
Speech Department	6,000	
Meyer Ceco Foundation	5,000	
Eastern Nebraska Community Office on Retardation, Infant Training Program	6,000	
Variety Club, Infant Training Program	13,000	
Phys. Ther./Occup. Ther. Dept.	1,455	
Learning Disabilities Program	63,127	
Community Outreach for Multihandicapped Children	14,000	
Deaf-Blind Program for School Age Children	69,378	
Child Care Technician Program	8,713	
March of Dimes, Family Rehabilitation Program	1,800	
Dyson Foundation, Deaf-Blind Program for School Age Children	2,000	

Staff Activities

ROBERT H. ANDERSON, M.A.

National Travel and Presentations

"The Effect of Patterned Visual Stimulation on Visual Activity and Feeding Behavior During the Feeding Period in Human Newborn Infants"-Southeastern Conference on Research in Child Development-Nashville-4/76.

State and Local Travel and Presentations

"The Neglected Newborn"-Gage County Nurses Association-Beatrice-3/76.

Publications, Honors, and Committee Appointments

Anderson, R.H. Fetal Phosphenes and Newborn Pattern Preferences. *Developmental Psychobiology*, 1975, *8*, 571-572.

SUNNY ANDREWS, A.C.S.W., Dr. P.H.

National Travel and Presentations

Presented a paper on Client Satisfaction to Services for the Handicapped-American Association of Mental Deficiency, Regional Conference-Sioux Falls, South Dakota-10/75.

Presented a paper on the Use of Management by Objectives and the Problem Oriented Record System to Strengthen Accountability-American Association of Mental Deficiency, Regional Conference-Sioux Falls, South Dakota-10/75.

NASW 20th Anniversary Symposium, Hollywood-By-The-Sea, Florida-10/75.

American Public Health Association Annual Conference-Chicago, Illinois-11/75.

Minimum Review Criteria for Social Work Practice in Health Programs for Mothers and Children-Pittsburg, Pennsylvania-4/76.

Chairperson-Special Interest Session on Mental Retardation-Medical Social Consultants' 1976 Annual Meeting-Washington, D.C.-5/76.

State and Local Travel and Presentations

"Open Communication and Problem Solving"-Parents' Training Program-MCRI-8/75.

Presentation to Student Nurse Orientation-NPI-10/75.

Consultant to Omaha Suburban Area Council-Omaha-11/75.

Lecture to Physician Assistants' Class-UNMC-1/76.

"Functional Approach in Social Work"-UNO-2/76.

Mariners' Group-Omaha-2/76.

Workshop of Psycho-drama-NPI-1/76.

Workshop on Group Relations-UNMC-2/76.

Publications, Honors, and Committee Appointments

Member, Governing Council of the American Public Health Association.

Chairman of Resolutions, Social Work Section of American Public Health Association.

Member, nominating committee of Asian-American Caucus of the American Public Health Association.

Nebraska Representative of Asian-American Caucus of the American Public Health Association.

Member, Personnel Committee of Graduate School of Social Work.

MCRI representative of UNMC Jr. Faculty.

MARGIE ARMFIELD, M.S.

National Travel and Presentations

Attended, Region VII Meeting-Kansas City, MO-9/75.

Booth Demonstration, National Handicapped in Head Start Conference-Houston, Texas-9/75.

Attended, National Easter Seal Convention-Louisville, KY-11/75.

Participant, Region VII Meeting-Des Moines, IA-2/76.

Participant, OCD staff meeting-Kansas City, MO-3/76.

Attended, International Association of School Psychologists Meeting-Kansas City, MO-3/76.

Participant, Child Abuse Conference-Kansas City, MO-5/76.

State and Local Travel and Presentations

"The Learning Disabled Child"-Educational Staff, Central Nebraska Head Start-Danneborg-7/75.

"Handicapped Recruiting"-Project Head Start, Grand Island-MCRI-8/75.

"Learning Disabilities"-Blue Valley Head Start Educational staff-Fairbury-9/75.

"Use of MCRI Sequence Skills Checklist"-South Sioux City Head Start staff-South Sioux City-10/75.

"Methods of Teaching the Handicapped"-Constance, Nebraska Head Start teachers-MCRI-11/75.

"Mainstreaming Handicapped"-Blue Valley Head Start teachers-MCRI-12/75.

"Mainstreaming and Methods of Teaching Handicapped"-Santee Sioux teachers-MCRI-1/76.

"Child Development"-Parent Child Center staff and parents-Omaha-2/76.

"Integrating the Handicapped"-Rosebud Sioux Nation Head Start staff-MCRI-2/76.

Attended, Child Find Meeting-Lincoln-3/76.

"Cooperative Efforts Between Mental Health Agencies and Head Start"-Panhandle Mental Health-Chadron-3/75.

"Legal Rights" and "Classroom Management"-Northwestern Nebraska Head Start staff-Chadron-3/76.

"Methods of Teaching the Handicapped"-Omaha Head Start teachers and aides-MCRI-3/76.

"Mainstreaming"-Southeast Nebraska Head Start staff-Falls City, 3/76.

Discussion group including Dr. Olaf Magna, Malmo, Sweden-Goldenrod Hills Head Start Director and staff-Walthill and Winnebago-3/76.

"Meeting OCD Guidelines"-Omaha Parent Child Center staff-MCRI-4/76.

"Prescriptive Teaching"-Omaha Parent Child Center staff-MCRI-4/76.

"Integrating the Handicapped"-Panhandle Head Start Handicapped Coordinator-MCRI-4/76.

"Legal Rights"-Statewide Meeting of Nebraska Head Start Directors and staff-Fremont-4/76.

Consultant Visits:
Hastings, 9/75; Grand Island, 10/75; Hastings, 10/75; Hebron, 10/75; Fairbury, 10/75; Constance, 10/75; South Sioux City, 10/75; Lincoln, 10/75; Winnebago, 11/75; Gordon & Rushville, 11/75; Chadron & Crawford, 11/75; Alliance, 11/75; Gering, Hunt's Acres, Sidney, Scottsbluff & Fremont, 12/75; Lincoln, 12/75; Walthill, 12/75; Broken Bow, Dannebrog, 1/76; Loup City, 1/76; Wolbach & Grand Island, 2/76; Hastings, 2/76; Chadron, Rushville, Alliance, Hemingford & Omaha, 4/76.

Publications, Honors, and Committee Appointments

"To Parents of Children with Mental Retardation," *Giving A Head Start to Parents of the Handicapped*, University of Nebraska Medical Center, 1976.

DEBORAH E.S. AVERILL, M.S.W.

National Travel and Presentations

Presented a paper on "A Step Closer to the Use of Management by Objectives and Problem Oriented Record System-Their Projected Impact on Evaluation and accountability at Meyer Children's Rehabilitation Institute"-Region VIII North Central-American Association on Mental Deficiency-Sioux Falls, South Dakota-10/75.

State and Local Travel and Presentations

Presented an explanation of community coordination aspects of Multi-handicapped Children's Service Program to Social Work Graduate School Class on Community Organization-UNO-11/75.

Attended, Spring Social Work Institute-Lincoln-4/76.

Attended, NASW Chapter Meeting-Omaha-9/75 and 10/75.

Attended, Omaha Foster and Adoptive Parents Club board meeting-Omaha-3/76 and 5/76.

Attended, Omaha Foster and Adoptive Parents Club general meeting-Omaha-5/76.

Publications, Honors, and Committee Appointments

MCRI representative, Omaha Foster and Adoptive Parents Club-Omaha-3/76.

DANIEL H. BAKER, M.A.

National Travel and Presentations

Attended, Conference on Comprehensive Vocational Rehabilitation for Severely Disabled Persons-George Washington University, Washington, D.C.-12/75.

State and Local Travel and Presentations

Participated, Rehabilitation Association of Nebraska Annual Conference-11/75.

Attended, State Social Workshop-Lincoln-9/75.

GEORGE L. BEEDLE, D.D.S., M.S.

National Travel and Presentations

University of Nebraska representative, Fund for Dental Health-Chicago-12/75.

"Psycho-Social Variables as Predictors of Improved Oral Health," International Association for Dental Research, Iowa Section-Iowa City-2/76.

"Psycho-Social Variables as Predictors of Improved Oral Health," International Association for Dental Research-Miami Beach-3/76.

University of Nebraska representative, UAF Dental Directors Meeting-Dallas-5/76.

State and Local Travel and Presentations

"Management of Handicapped Patients," Dental Staff Beatrice State Home-Beatrice-7/75.

"Dental Care for Handicapped Children," Ehrling Bergquist USAF Regional Hospital Study Club-Offutt A.F.B.-8/75.

Publications, Honors, and Committee Appointments

Beedle, G.L., Henderson, W., Field, H., Karagan, N. "Variables as Predictors of Improved Oral Health," *Journal of Dental Research* 55: B182, 1976.

Beedle, G.L., Henderson, W., Field, H., Karagan, N. "Psycho-Social Predictors of Success in a Children's Oral Health Maintenance Program," *Journal of Preventive Dentistry* (In Press, July-August).

Misner, L.R., Beedle, G.L. "A Recommendation for Classification of Traumatic Oral Injuries," Chron. Omaha Dental Society 39: 70-71, 1976.

Member, Robert Wood Johnson Foundation Advisory Committee.

JAMES D. BOISMIER, Ph.D.

National Travel and Presentations

"Activity Patterns in Premature Infants"-Southeastern Conference on Human Development-Nashville-4/76.

"Basic Generalizations of Ratio and Interval Schedules for Experimental Analysis of Behavior"-Midwestern Association of Behavior Analysis-Chicago-5/76.

Publications, Honors, and Committee Appointments

Visual Stimulation and Wake-sleep Behavior in Human Neonates. *Developmental Psychobiology*, in press.

M. PATRICIA BROCKMAN, B.A.

National Travel and Presentations

Attended, Midwest Applied Behavior Analysis-Chicago-5/76.

State and Local Travel and Presentations

Attended, Council for Exceptional Children meeting-Omaha-10/75.

Attended, Symposium on Minimal Brain Dysfunction-Omaha-4/76.

WENDY D. BRUCE, B.S., R.P.T.

National Travel and Presentations

Attended, American Academy of Cerebral Palsy-New Orleans-9/75.

Attended, Regional APTA Conference-Sioux Falls-5/76.

Publications, Honors, and Committee Appointments

"Milani-Comparetti Developmental Screening Test" videotape-6/76.

KAREN BUDD, Ph.D.

State and Local Travel and Presentations

Attended, Behavioral Assessment Conference-Morgantown-10/75.

"Parents and Teachers as Allies in the Modification of Disruptive School Behavior"-Annual Convention of Nebraska State Council for Exceptional Children-Omaha-10/75.

Supervised research project presented by Patricia Shehan entitled, "The Systematic Introduction of Social Isolation for Reducing Aggression in a Young Schizophrenic Child"-Student Research Day, University of Nebraska Medical Center-Omaha-11/75.

Attended and chaired paper session, American Psychological Association-Chicago-8/75.

Chaired paper session and presented paper entitled, "Programmed Activities for School Success (P.A.S.S.): Modification of Disruptive Classroom Behavior in Young Children Through Home-Based Contingencies"-Midwestern Association of Behavior Analysis-Chicago-5/76.

Publications, Honors, and Committee Appointments

Budd, K.S. and Baer, D.M. "Behavior Modification and the Law: Implications of Recent Judicial Decisions." *Journal of Psychiatry and Law*, in press.

Budd, K.S., Green, D.R. and Baer, D.M. "An Analysis of Multiple Misplaced Parental Social Contingencies." *Journal of Applied Behavior Analysis*, in press.

Green, D.R., Budd, K., Johnson, M., Lang, S., Pinkston, E., and Rudd, S. "Training Parents to Modify Problem Child Behaviors." In E.J. Mash, L.C. Handy and L.A. Hamerlynck (ed.), *Behavior Modification Approaches to Parenting*. New York: Brunner/Mazel, 1976.

Member, UNMC Graduate Faculty.

Member, MCRI Committee on Human Investigations.

Member, MCRI Research Review Committee.

JAMES M. BURGER, M.A.

National Travel and Presentations

Attended, American Psychological Association Convention-Chicago-8/75.

State and Local Travel and Presentations

Attended, Rehabilitation Counseling Association of Nebraska, Annual Meeting-Kearney-9/75.

Attended, Nebraska Psychiatric Institute Continuing Education Workshop on "Behavior Patterns and Coronary Disease"-Omaha-11/75.

Attended, Nebraska Psychiatric Institute Continuing Education Workshop on "Psychodrama and Alcoholism"-Omaha-1/76.

"Vocational Training for the Mentally Retarded"-Multi-County Office of Mental Retardation-Norfolk-7/75.

"Daily Care Skills for the Physically and Mentally Handicapped and Resources for Special Education Teachers in the State of Nebraska"-University of Nebraska at Lincoln-Lincoln-8/75.

Workshop on Behavior Management of Mentally Retarded Adolescents, Multi-County Office of Mental Retardation-Lincoln-8/75.

"Rational-Emotive Therapy with the Physically Disabled," Region VI Rehabilitation Counseling Staff-Lincoln-9/75.

"Stigma and Myth," Experimental Ministries Conference-Council Bluffs-10/75.

"Rational-Emotive Therapeutic Approaches with the Mentally Retarded," University of Nebraska at Omaha-Omaha-10/75.

"Enriching Empathy: A Behavioral Approach," Immanuel Hospital Mental Health Center-Omaha-2/76.

"Desensitization Techniques for Teachers of Handicapped Adolescents" videotape for State Department of Education-Omaha-3/76.

Faculty member at Nebraska Psychiatric Institute Continuing Education Workshop on "Sexual Health and the Total Health Care Program"-Omaha-3/76.

"Assertiveness: the Perfect Right of the Exceptional Individual?" presented at the Family Rehabilitation Department of MCRI Human Services Institute-Omaha-4/76.

Participant, "The Human Side of Human Sexuality" sponsored by Developmental Disabilities and Planned Parenthood of Lincoln-Lincoln-5/76.

"An Introduction to Resources in the State of Nebraska and Lifting Techniques for Special Education Teachers"-Lincoln-6/76.

Publications, Honors, and Committee Appointments

Member, Faculty Assistance Communication Team (F.A.C.T.)-Junior Faculty of the College of Medicine and School of Allied Health Professions.

BENJAMIN F. CACIOPPO, M.S.W., A.C.S.W.

National Travel and Presentations

Participant, Deaf/Blind Parent-Professional Task Force Meeting-Kansas City-8/75.

"Use of Management by Objectives and the Problem Oriented Record System to Strengthen Accountability"-American Association of Mental Deficiencies Regional Conference-Sioux Falls-10/75.

Participant, Deaf/Blind Parent-Professional Task Force Meeting-Denver-10/75.

Participant, Parent-Professional Task Force Meeting-Denver-6/76.

Participant, workshop in Parental Skills Program for Handicapped Children-Houston-6/76.

State and Local Travel and Presentations

Prevocational and Vocational Workshop for Deaf/Blind Children-MCRI-7/75.

Deaf/Blind Parent Workshop-MCRI-10/75.

"Crisis Intervention"-LaVista Fire and Rescue Department-LaVista-11/75.

UNO Graduate School of Social Work class-Omaha-11/75.

"Crisis Intervention"-Personal Crisis Service Staff-Omaha-1/76.

Participant, Workshop on "Psychodrama"-UNMC-Omaha-1/76.

"Crisis Intervention"-Red Cross-Omaha-1/76.

"Crisis Intervention"-UNO Graduate School of Social Work class-Omaha-1/76.

ESU Director's Meeting-Lincoln-5/76.

Publications, Honors, and Committee Appointments

Cacioppo, B.F. and O'Connor, F. "Understanding Human Relations and Human Behavior... Beginning with the Police Recruit." *Enforcement Journal*, July/September, 1975.

Member, Nominating Committee of the National Association of Social Workers, Omaha Chapter.

KEVIN CAHILL, B.S.

National Travel and Presentations

Participant, American Association for Education of Severely and Profoundly Retarded-Kansas City-11/75.

Participant, "Handicap: Everyone Has One"-Council Bluffs-10/75.

State and Local Travel and Presentations

Participant, State Department of Education Conference on Early Childhood Education-Columbus-5/76.

Participant, State Department of Education Conference on Education of Developmentally Delayed-Lincoln-6/76.

Participant, Workshop on "Counseling Techniques for Teachers of Handicapped Children"-Omaha-7/75.

Participant, "Behavioral Approaches to Child Development" by Dr. Donald Bulk-Omaha-12/75.

Publications, Honors, and Committee Appointments

Member, Nebraska Committee on Children and Youth.

WILLIAM G. CALLAHAN, Ph.D.

National Travel and Presentations

"The Role of a College of Education in Facilitating the Mainstreaming of Disabled Children," AAMD Region 8 Annual Convention-Sioux Falls-10/75.

CEC World Congress on Special Education Planning Committee-Reston-12/75.

Council for Exceptional Children Convention-Chicago-4/76.

University Affiliated Facilities and AAMD Convention-Chicago-5/76.

State and Local Travel and Presentations

"Mainstreaming the Young Disabled Child," Great Plains Regional Conference on Early Childhood Education-Omaha-10/75.

"Mainstreaming Procedures," Inservice Training for Fremont Public Schools-Fremont-1/76.

"Trends in Teacher Training," Nebras Council for Children with Behavior Disorders-Omaha-2/76.

Publications, Honors, and Committee Appointments

"A Flexible Model of the Clinical Teacher for the General Educator." Submitted to the *Journal of Teacher Education*.

"Teaching versus Assessing: Is the Difference in Semantics, Process, or Overall Philosophy?" Submitted to the *Journal of Developmental Disabilities*.

1976-77 Listed in Dictionary of International Biography

1976-77 Listed in Who's Who Biographical Record: Child Development Professionals

Member, Omaha Public Schools Superintendent's Advisory Committee on Special Education.

Member, Nebraska Consortium of Colleges and Universities for Special Education.

University of Nebraska at Omaha, Department of Special Education:
1976 - Chairman, Graduate Committee
Member, 1976 - Core Curriculum Committee

University of Nebraska at Omaha, College of Education
Member, 1975 - Search Committee
Member, 1975 - Core Curriculum Committee

University of Nebraska, College of Medicine
Member, 1973 - MCRI Interdisciplinary Coordinating Committee
Member, 1975 - MCRI Interdisciplinary Training Committee
Member, 1975 - MCRI Inservice Training Committee

FAITH CARLSON, M.A.

National Travel and Presentations

"Communication Alternatives for the Non-Speaking Child," Regional AAMD Conference-Sioux Falls-10/75.

State and Local Travel and Presentations

Attended, Nebraska Speech and Hearing Association-Kearney-10/75.

"One Communication Alternative Using Bliss Symbols," Variety Club-Omaha-9/75.

"A Communication Alternative Using Bliss Symbols," MCRI Guild-Omaha-11/75.

"The Acquisition of Language" and "Communication Alternatives for the Cerebral Palsied," Senior PT students at UNMC-Omaha-12/75.

"Non-Oral Communication Alternatives," MCRI Board-Omaha-3/76.

Workshop on "Developing Speech and Language Skills for the Head Start Child Presenting Problems," Head Starts of Scottsbluff and Chadron-Scottsbluff and Chadron-3/76.

JOANNE R. CARLSON, Ed.D.

National Travel and Presentations

Attended, Literacy and Beyond, International Reading Association Convention-Anaheim-5/76.

State and Local Travel and Presentations

"Miscue Analysis," Kearney State College-Kearney-9/75.

"Miscue Analysis"-Minden-9/75.

"Miscue Analysis," Nebraska State Education Convention Early Education Section-Kearney-10/75.

"Miscue Analysis," University of Iowa-Iowa City-11/75.

"Miscue Analysis," ESU #9 Workshop-Hastings-11/75.

"Trends and Theories in Reading," Graduate Workshop-Peru-2/76.

"Reading Motivation," ESU #2 Workshop-Fremont-2/76.

Attended, Minimal Brain Dysfunction-Omaha-4/76.

Publications, Honors, and Committee Appointments

"The Role of the Educator with Special Children," *Directions in Learning Disabilities*, MCRI Newsletter Vol. III, No. III, March 1976.

ANN COLE, B.S.

National Travel and Presentations

Attended, National Association for the Education of Young Children Convention-Dallas-11/75.

State and Local Travel and Presentations

Attended, CASS Project Workshop Early Education-Omaha-5/76.

WESLEE D'AUDNEY, M.S.

National Travel and Presentations

Participant, OCD Region VII Conference-Kansas City-7/75.

Participant, Regional T/TA Providers-Kansas City-9/75.

"Training and Technical Assistance in Region VII" and "Resources and How to Use Them" and "A Smooth Transition from Head Start to Public School," National Handicapped in Head Start Conference-Houston-9/75.

Participant, American Academy of Pediatrics Conference-Boston-9/75.

Participant, National Association for Education of Young Children-Dallas-11/75.

Participant Regional T/TA Providers-Kansas City-12/75.

Participant, OCD Region VII Conference-Des Moines-2/76.

Educational Display Booth and participant, National Head Start Directors Conference-New Orleans-5/76.

State and Local Travel and Presentations

Consultant Visits:
Fremont, 12/75; Omaha, 1/76; Wolbach, 1/76; Spalding, 1/76; North Loup, 1/76; Kearney, 2/76; Grand Island, 2/76; Aurora, 3/76; Wood River, 3/76; Omaha, 4/76; Omaha, 5/76; Walthill, 5/76; Hebron, 5/76; and Hastings, 5/76.

"How to Recruit the Handicapped for Head Start," Workshop for Grand Island Head Start-Omaha-8/76.

"OCD Definitions of Handicaps," "Individualizing Instructional Materials," Workshop for Central Nebraska Head Start-Dannebrog-8/75.

"Observation of Preschoolers," "Curriculum Development for Exceptional Children," Workshop for Blue Valley Community Action Agency-Fairbury-9/75.

"Assessment of Children in Head Start," Indian and Migrant Health Conference-Omaha-9/75.

"Training and Technical Assistance to Head Start" and "Materials for the Handicapped," Workshop for Indian Head Start Health Directors-North Dakota and South Dakota-Omaha-9/75.

Participant, State Department of Education-Teacher Training Conference-Columbus-9/75.

"Materials and Curriculum Development," Workshop for South East Head Start-Falls City-10/75.

Participant, State Department of Special Education on Information and Referral-Lincoln-11/75.

"MCRI as a State Resource," "Classroom Models for Handicapped Preschoolers," and "Materials and Curriculum," State Department of Special Education Workshop-Kearney-11/75.

"Special Education as a Career," Career Days at Papillion High School-Papillion-11/75.

Presentation, Santee Reservation Head Start Workshop-Niobrara-12/75.

"Classroom Management," Workshop for Project Head Start-Grand Island-1/76.

"OCD Guidelines for the Handicapped," Omaha Parent Child Center Workshop-Omaha-2/76.

Participant, State Department of Special Education Child Find Project Committee-Lincoln-2/76.

Presentation, Omaha Head Start Child Development Corporation Workshop-Omaha-3/76.

"MCRI as a State Resource," OMR Region IV Information ad Referral Workshop-Norfolk-4/76.

Presentation, Omaha Parent Child Center-Omaha-4/76.

Participant, Project Me Advisory Board ESU -3-Omaha-4/76.

Publications, Honors, and Committee Appointments

Giving a Head Start to Parents of the Handicapped. Major author and editor, Omaha: University of Nebraska Medical Center, February 1976.

Calendar of Developmental Activities for Preschoolers abstract in *Research in Education* 1976.

"Soviet Search and Research for New Methods in Deaf Education," *Current Cit. Communications Disorders*, Vol. 3, No. 4, April 1975.

Head Start Newsletter editor.

Member, Omaha Head Start Child Development Corporation Policy Council.

Member, OMR Region VI Information and Referral Advisory Council.

Member, Project Me Advisory Council.

Instructor, Medical and Educational Administration-Faculty Appointment.

KATHLEEN DAVEY, B.S.

National Travel and Presentations

Attended, National Convention of Association for Education Communications and Technology-Anaheim-3/76.

State and Local Travel and Presentations

Participant, NMAC Development and Evaluation of Audiovisual Instructional Materials Workshop-Omaha-5/76.

Publications, Honors, and Committee Appointments

Program Chairman, American Women in Radio and TV.

BEVERLY DOYLE, M.S.

National Travel and Presentations

"Parent Training Techniques," National Association of School Psychologists-Kansas City-3/76.

Attended, Annual Meeting of the Association for Advancement of Behavior Therapy-San Francisco-12/75.

Attended, Council for Exceptional Children-Chicago-4/76.

State and Local Travel and Presentations

"Developing Math Readiness Skills," ENCOR Staff Workshop-Omaha-2/76.

"Evaluating Reading Skills in Learning Disabled Children" and "Remedial Techniques for Reading Skills," Millard Public School Resource Teacher Workshop-Millard-8/75.

"Characteristics of Children with Learning and Behavioral Problems," College of St. Mary Workshop-Omaha-10/75.

"Learning Disabilities Which Lead to Academic Problems in Children and Adolescents," Christ the King School Workshop-Omaha-1/76.

"Visual Process[illegible]," Special Education Workshop, Lincoln Public Schools-Lincoln-5/76.

Publications, Honors, and Committee Appointments

"General Goals of the Learning Disabilities Center," *Directions in Learning Disabilities*, Volume 3, Number 1, October 1975.

"Language Development in the Classroom," *Directions in Learning Disabilities*, Volume 3, Number 2, December 1975.

"Is He Ready for Math?" Slide/tape and Booklet, University of Nebraska Medical Center, 1976.

"Mastering Math: A Readiness Approach," Slide/tape and Booklet, University of Nebraska Medical Center, 1976.

"An Integrative Approach to Reading; Incorporating Reading, Spelling and Math," (In Production), co-author Dixie Sanger, M.A.

NANCY M. FIEBER, M.A., R.P.T.

National Travel and Presentations

"Movement in Communication and Language Development of Deaf/Blind Children," National Workshop for Physical, Occupational and Recreation Therapists Serving Deaf/Blind Children-Dallas-7/75.

"Role and Methods of Therapists with Deaf/Blind Children," Workshop for Physical and Occupational Therapists Serving Deaf/Blind Children-Kansas City-3/76.

"Meaningful Sensory Experiences" and "Movement Preparing for Imitation and Language," Workshop for Parents of Infant and Pre-school Deaf/Blind Children-Casper-6/76.

"Planning and Measuring Motor Development Program," "Development of Meaningful Sensory Experiences," and "Development of Imitation," Workshop for Teachers and Direct Care Staff of Program for Deaf/Blind Children Grand Forks-6/76.

"Understanding Deaf/Blindness and Its Impact on Cognitive and Communication Development," "Relating Deaf/Blind Curriculum Methods to Piagetian Sensori-motor Assessment and Curriculum," "Development of Object Schemas and Imitation," "Development of Gross Motor Imitation," "Sensory Organization," "The Hand As A Tool," and "Feeding Problems of Deaf/Blind," Workshop for Teachers of Deaf/Blind and Multihandicapped Children-Lansing-6/76.

Attended, American Academy of Cerebral Palsy-New Orleans-9/75.

Attended, American Association for Education of Severely and Profoundly Handicapped-Kansas City-11/75.

State and Local Travel and Presentations

"Perceptual-motor Development" and "Designing Perceptual-motor Activities to Meet the Needs of the Child," Inservice training ENSHA programs for Emotionally Disturbed Children-Omaha-4/76 and 6/76.

"Use of Developmental Checklists in Assessment and Curriculum," Tacdal Program, Beatrice State Home Inservice Training-Beatrice-1/76.

"Pre-Imitative Movement Programs," "Schemas with Objects and Imitation," and "Functional Use of Objects and Representational Behaviors," Region III, Mid-Nebraska Office of Mental Retardation-12/75.

"Gross Motor Problems and Management in Mentally Retarded Children," SWEAT students-Omaha-6/76.

"Normal Motor Development," "Problems of Motor Handicapped Children," and "Application to Motor Curriculum," Project Predict and Prevent-Wayne-3/76.

"Pre-Imitative Movement Programs," Inservice Training ENCOR-Omaha-12/76.

Publications, Honors, and Committee Appointments

"When the Sensory Handicapped Child Has Cerebral Palsy." Paper presented at the Midwest Regional Center for Services to Deaf/Blind Children, Teacher Workshop, October 16, 1975. In *Sharing Deaf/Blind Methods, 1975* ed by Michael T. Collins. Available from Midwest Regional Center for Services to Deaf /Blind Children, Lansing, Michigan.

"Movement in Communication and Language Development of Deaf/Blind Children." In Proceedings of National Workshop for Physical Therapists, Occupational Therapists, and Recreation Therapists in Deaf/Blind Programs, Dallas, Texas. July, 1975. Southwestern Region Deaf/Blind Center, Sacramento, California.

First Vice-Chairperson, General Faculty of School of Allied Health Professions.

Member, State Department of Education Task Force for Planning of New Cozad Diagnostic Teaching and Resource Center.

Appointed American Physical Therapy Association Accreditation Site Visitor for Physical Therapy Curriculums.

CHARLOTTE GOLDSMITH, M.S.W.

National Travel and Presentations

Participant, NASW Pre-Symposium Travel-Study Tour-Jamaica, Montego Bay, and Kingston-10/75.

Participant, NASW 20th Anniversary Professional Symposium-Hollywood-By-The-Sea-10/75.

State and Local Travel and Presentations

Participant, Social Work Institute-Lincoln-4/76.

Presentation, Special Education Class-Omaha-3/76.

Publications, Honors, and Committee Appointments

Member of Executive Board, Omaha Area Foster and Adoptive Parents Club.

NANCY T. HARLAN, M.A.

National Travel and Presentations

Attended, National Meeting of the American Speech and Hearing Association-Washington, D.C.-11/75.

State and Local Travel and Presentations

Discussion on Speech Pathology Program at MCRI, Meeting of Physical Therapy students at MCRI-Omaha-6/76.

Attended, Nebraska Speech and Hearing Association Fall Meeting-Kearney-10/75.

Attended, Aphasia Conference-Omaha-4/76.

Attended, PICA Workshop-Omaha-5/76.

Attended, Nebraska Speech and Hearing Association Spring Meeting-Lincoln-4/76.

Attended, ASHA Professional Meeting-Lincoln-10/75.

Presented Workshop, Parent Meeting-Hastings Head Start-Hastings-10/75.

Presented Workshop, Teacher's Meeting Grand Island Head Start-Grand Island-1/76.

"MCRI and Its Spech Pathology Program," Northeast Kiwanis-Lincoln-5/76.

"Speech and Language Development," Nursing Students visiting MCRI-Omaha-10/75, 1/76, 4/76.

"Speech and Language Development," Dental Students from UNL-Omaha-4/76 through 9/76.

"Opportunities for Clinical Practice in the MCRI Speech Pathology Department," UNL Speech Pathology Graduate Students.

"Speech and Language Development," MCRI Dental Hygienists-Omaha-4/76.

Attended Concert Series sponsored by MCRI Speech Pathology Department-Omaha.

Publications, Honors, and Committee Appointments

"Computer Processing of Graduate Students' Clinical Clock Hours as Needed for ASHA Certification." *ASHA, A Journal of the American Speech and Hearing Association*, Vol. 18, No. 5, May, 1976 pp. 295-298.

M. JANE HARRINGTON, C.R.C.

National Travel and Presentations

Attended, "Educator's Workshop"-Kansas City-10/75.

Attended, Conference on "Comprehensive Vocational Rehabilitation for Severely Disabled Persons"-Washington-12/75.

State and Local Travel and Presentations

Attended, Rehabilitation Counseling Association of Nebraska-Kearney-9/75.

Attended, "State/Federal Conference on Deinstitutionalization," University of Nebraska at Omaha-Omaha-10/75.

Attended, Rehabilitation Association of Nebraska Annual Conference-Lincoln-11/75.

Attended, "The Status and Future of the Developmental Disabilities Program," a regional symposium-Omaha-3/76.

Publications, Honors, and Committee Appointments

Secretary, Board of Directors, Radio Talking Book Services, Inc.

Member, Board of Directors, Rehabilitation Counseling Association of Nebraska (RCAN).

Member, Board of Directors, Nebraska Association of Rehabilitation Secretaries.

Chairman, Policy Committee of R.A.N.

Advisory Committee, ENCOR Adult Multi-handicapped Program.

Community Services Committee, Altrusa Club of Omaha, Nebraska, Inc.

Chairman, Nominating Committee-R.A.N.

Member, ENCOR Adult Multi-handicapped Grant Advisory Committee.

ELEANOR L. HEASTON, M.S.W.

Publications, Honors, and Committee Appointments

Editorial staff, N.A.S.W. News-Omaha Chapter, National Association of Social Workers.

JEANNE HEASTON, M.S.

National Travel and Presentations

Attended, AAESPH meeting-Kansas City-11/75.

JOHN W. HILL, Ph.D.

State and Local Travel and Presentations

"Learning Disabilities: Mainstreaming and the Team Approach," ESU#13 Personnel-Scottsbluff-10/75.

"Clinical Approach to Learning Disabilities," Westpoint Public Schools Workshop-Westpoint-12/75 and 1/76.

"Learning Disabilities: A Total School Approach," Tekamah-Herman Public School Workshop-Tekamah and Herman-3/76.

"Learning Disabilities in the Resource Room," Hoover Elementary School Workshop-Council Bluffs-2/76.

"Diagnosis and Corrective Processes," Creighton University-Omaha-4/76 and 5/76.

Publications, Honors, and Committee Appointments

"The Diagnostic Classroom: A Teaching Alternative for Helping Children Experiencing Learning Disabilities," *Directions In Learning Disabilities*, MCRI Newsletter, Vol. 3, No. 4, November, 1975.

"Giving A Head Start to Parents of Children with Learning Disabilities," in W. D'Audney (ed.) *Giving A Head Start To Parents of the Handicapped*, University of Nebraska Medical Center, Omaha, Nebraska, 1975.

SUSAN HUPP, M.Ed.

National Travel and Presentations

Attended, American Association for Education of the Severely and Profoundly Handicapped-Kansas City-Fall, 1975.

State and Local Travel and Presentations

"Non-Verbal Communication," Hastings College Psychology Students-Omaha.

"Van Dijk Co-active Movement," University of Nebraska at Omaha Learning Disabilities students-Omaha-4/76.

"Nebraska Deaf/Blind Programs," ESU Administrators Association-Lincoln-5/76.

"Non-Verbal Communication," SWEAT Workshop-Omaha-6/76.

"Van Dijk Methodologies," Severely Handicapped Workshop-Crete-6/76.

CYNTHIA A. JAMES, M.A.

National Travel and Presentations

Attended, National Meeting of the American Speech and Hearing Association-Washington-11/75.

State and Local Travel and Presentations

Outreach Visits:
Broken Bow, 1/76; Dannebrog, 1/76; Grand Island, 2/76; and Chadron, 3/76.

Workshop, Teacher's Meeting Chadron Head Start-Chadron-3/76.

Attended, Nebraska Speech and Hearing Association Spring Meeting-Lincoln-4/76.

Attended, Aphasia Conference-Omaha-4/76.

Attended, Concert Series sponsored by MCRI Speech Pathology Department-Omaha-1976.

VIRGINIA B. JOHNSON, M.S.W.

National Travel and Presentations

Attended, NASW Work Study Tour-Montego Bay and Kingston-10/75.

Attended, NASW Symposium-Hollywood-By-The-Sea-10/75.

ublications, Honors, and Committee Appointments

Member, Graduate School of Social Work Admissions Committee.

Member, Equal Opportunity Grievance Committee, University of Nebraska Medical Center.

Member, United of the Midlands Volunteer Bureau.

Member, Nebraska Committee for Children and Youth.

JUDY KIMMEL, M.A., O.T.R.

National Travel and Presentations

Interdisciplinary Conference on nfant Stimulation-Denver-9/75.

Bobath Workshop-Milwaukee-10/75.

AOTA Annual Conference-Milwaukee-10/75.

State and Local Travel and Presentations

"Play," OT and PT students-Omaha-6/75.

"Feeding: Development and Problems"-NEOCR staff-Omaha-6/75.

"OT and the Multiply Handicapped"-UNL Special Education Class-8/75.

"Fine Hand Skills and Play"-OT students-8/75.

"Development and Evaluation of Fine Hand Skills and Visual Perceptual Motor Skills"-UNO Special Education Students-11/75.

"Normal Development of Feeding, Problems and Remediation"-MCRI Infant Development Class-11/75.

"Normal Growth and Development & Evaluation"-UNH Junior PT Students-1/76.

"Occupational Therapy"-UNH Student Nurses-1/76.

"Evaluation and Treatment of Visual Perceptual Motor Skills"-UNO Special Education Students-2/76.

"Development and Evaluation of Fine Hand Skills"-Rosebud Indian Reservation Head Start Teachers-2/76.

Publications, Honors, and Committee Appointments

Alternate Delegate, Nebraska Occupational Therapy Association.

Chairperson, Recruitment and Clinical Education Committees-Nebraska Occupational Therapy Association.

Member, Board of Directors, Altrusa.

Outstanding Young Woman of America for 1975.

DUANE J. KLIEWER, M.S., R.P.T.

National Travel and Presentations

American Academy of Cerebral Palsy Annual Meeting-New Orleans-9/75.

Current Trends in Myelomeningocele-Kansas City-4/76.

Regional Conference of M.D.A. Clinic Directors and Clinic Personnel on the Management of the Neuromuscular Diseased Patient-Tucson-5/76.

State and Local Travel and Presentations

Muscular Dystrophy Workshop-Omaha-3/76.

Physical Therapy Course for State of Nebraska P.T.-Omaha-6/76.

Publications, Honors, and Committee Appointments

Content Consultant, Milani-Comparetti Motor Development Test videotape and manual-7/76.

EDWIN LEACH, Ph.D.

National Travel and Presentations

"Testing Language Comprehension," co-authored Region 8 AAMD presentation with Jonette Smith-Sioux Falls-10/75.

Attended, American Speech and Hearing Convention-Washington, D.C.-11/75.

Attended, Executive Council meeting of Region 8 AAMD-Winnepeg-2/76.

State and Local Travel and Presentations

"Evaluating the Parent-Child Interaction"-Nebraska Speech and Hearing Convention-Kearney-10/75.

"Language Comprehension"-Speech and Hearing Department Symposia-Lincoln-11/75.

"Research Aspects of Speech and Language Acquisition"-MCRI Inservice-5/76.

"Speech and Language Development"-UNMC SWEAT Program-6/75.

Attended, Workshop sponsored by ASHA-Lincoln-10/75.

Attended, UNMC Concert Series Presentations.

Attended, Nebraska Speech and Hearing Spring Convention-Lincoln-4/76.

Publications, Honors, and Committee Appointments

Leach, E.A. Chapter 13, "Giving A Head Start to Parents of Children with Speech and Language Disorders" in Wes D'Audney (ed.) *Giving A Head Start to Parents of the Handicapped*, Meyer Children's Rehabilitation Institute, 1976.

Lautner, C. and Leach, E.A. "Children's Imitation of Sentences Under Two Conditions of Stimulation" *Nebraska Speech and Hearing Journal*, April, 1975.

Lodge, D. and Leach, E.A. "Children's Acquisiton of Idioms in the English Language" *JSHR* 18, -3, 1975, 521-529.

Consulting Editor, *Journal of Speech and Hearing Disorders*.

Consulting Editor, *Journal of Speech and Hearing Research*.

Consulting Editor, *Nebraska Speech and Hearing Journal*.

Vice-Chairman, Speech and Hearing Sub-section, Region 8 of American Academy on Mental Deficiency.

Member, American Speech and Hearing Association Committee on Mental Retardation.

Consultant, American Academy of Pediatrics.

Chairman, Nominations Committee, Nebraska Speech and Hearing Association.

J. MICHAEL LEIBOWITZ, Ph.D.

National Travel and Presentations

"Programmed Activities for School Success (PASS): Modification of Disruptive Classroom Behavior in Young Children through Home-based Contingencies," Midwestern Association of Behavior Analysis-Chicago-5/76.

State and Local Travel and Presentations

"Parents and Teachers as Allies in the Modification of Disruptive School Behavior with Young Children," Nebraska State Council for Exceptional Children-Omaha-10/75.

"Psychological and Behavioral Strategies for the Young Child," College of Nursing-10/75.

"Applied Behavior Analysis," Physical Therapy Education-12/75.

Publications, Honors, and Committee Appointments

Leibowitz, J. Michael "Differential Reinforcement Effectiveness As A Function of Schedule of Reinforcement and Reinforcement History" *The Psychological Record*, 1975, 25, 343-354.

Member, Chancellor's Research Advisory Committee-UNMC.

Graduate Faculty Fellow-University of Nebraska.

Acting Director, Office of Research, MCRI.

JOHN J. McGEE, Ph.D.

National Travel and Presentations

"Ideological Dimensions of Services," Kansas U.A.F. Workshop-Lawrence-2/76.

"Meeting the Needs of the Mentally Retarded Citizens of Sioux City," A.R.C.-Sioux City-4/76.

"Developing Community Alternatives," Wingspread Conference-Racine-2/76.

"Comprehensive and Integrated Service System for Severely Disabled Adults," Greater K.C.-U.C.P.-Kansas City-3/76.

State and Local Travel and Presentations

Coordinator, Region VII CASS/D.I. Conference-Omaha-10/75.

Coordinator, International Symposium on Residential Alternatives-Omaha-1/76.

Coordinator, Symposium on Vocational Alterantives for the Severely Disabled-Omaha-3/76.

Coordinator, U.A.F.-D.D. Symposium for Region VII-Omaha-3/76.

Coordinator, Symposium on Early Childhood Education-Omaha-4/76.

Coordinator, Workshop on Residential Alternatives-Omaha-3/76.

Coordinator, Workshop on Individual Program Planning-Omaha-4/76.

Coordinator, Workshop on Early Childhood Education-Omaha-5/76.

Publications, Honors, and Committee Appointments

McGee, John J. *Comprehensive Planning for Community Services*, University of Kansas, 1975, Lawrence, Kansas.

McGee, John J. *Work Stations in Industry*, University of Kansas, 1975, Lawrence, Kansas.

McGee, John J. *Integrated Settings for Children with Special Needs*, University of Kansas, 1975, Lawrence, Kansas.

McGee, John J. *Das Instituicoes*, Instituto Internacional Del Ninho, 1976, Montevideo.

Special Consultant, Willowbrook Review Panel, NYC, NY.

Associate, National Institute on Mental Retardation-Toronto, Canada.

President's Committee on Mental Retardation, Representative for National Association for Retarded Citizens at the Conference for Mental Retardation in the Americas, 1975, Racine, Wisconsin.

Instituto Internacional Del Ninho, Senior Consultant for the First Conference on Children, Youth, and Family-Montevideo, Uruguay, July, 1976.

IDA M. MALIAN, M.A.

National Travel and Presentations

U.A.F. representative, American Association for Mental Deficiency National Convention-Chicago-5/76.

Attended, Council for Exceptional Children-Chicago-4/76.

Consultant, Vocational Rehabilitation Services Unit Workshop: Modelling Project Institute for the Study of Mental Retardation and Related Disabilities-Ann Arbor-2/76.

Attended, Learning Disabilities: Annual Conference sponsored by the Institute for the Study of Mental Retardation and Related Disabilities-Ann Arbor-11/75.

Attended, National Easter Seal Society for Cripped Children and Youth National Convention-Early Intervention Workshop-Louisville-11/75.

Attended, American Occupational Therapy Association-National Conference-Milwaukee-10/75.

"Community Consultation," Michigan Association of Teachers of Emotionally Impaired Children, Spring Conference-Boyne Falls-6/75.

"The Michigan Mandatory Special Education Bill and Provisions for Educational Planning and Placement," Inservice: Legislative Workshop University of Michigan Medical Center-Ann Arbor-7/75.

"Testing, Prescription and Curriculum Materials for the Learning Disabled Child," Helping Teacher Workshop-Ann Arbor-8/75.

State and Local Travel and Presentations

U.A.F. representative, Regional Developmental Disabilities/University Affiliate Facility Symposium-Omaha-3/75.

Attended, Nebraska Council for Exceptional Children State Convention-Omaha-10/75.

Attended, Nebraska Association for Children with Learning Disabilities annual State Conference-Omaha-10/75.

Attended, Early Childhood Education Conference-Omaha-10/75.

Professional Representative/consultant, Inservice Teacher Training Consortium-Columbus-9/75.

Attended, Sensory Integrative Approach to Schizophrenia Workshop-Omaha-9/75.

Publications, Honors, and Committee Appointments

Coordinator, University of Nebraska-Omaha Committee for the Handicapped.

Faculty Advisor, Student Council for Exceptional Children-UNO.

Member, Program Committee of the World Congress on Future Special Education International Council for Exceptional Children.

JANET McMULLEN, R.N., M.A.

National Travel

Attended annual meeting of American Academy on Mental Deficiency, Chicago, 5/30 to 6/4/76.

Trainee in post-master's course, Nursing Care of the Child with Handicaps, University of Washington U.A.F., Seattle, 6/21 to 7/21/76.

State and Local Travel and Presentations

Convention delegate from District II to annual convention of Nebraska Nurses' Association, Omaha-9/75.

Coordinator of Workshop, "Nurse's Role in Developmental Disabilities," presented to nursing students in pediatrics from Omaha, Lincoln, Council Bluffs, Hastings, North Platte and Alliance programs on October 17, 1975; to students from UNMC associate degree nursing program, January 29, 1976; and to nursing students in pediatrics from Omaha, Hastings, and Lincoln programs, April 2, 1976.

Presented "Caring for the Hospitalized Handicapped Child" to the annual L.P.N. State Convention in North Platte, May 5, 1976.

Coordinated inservice training for Region V O.M.R. staff from Lincoln at MCRI, May 14, 1976.

Provided consultation to Region IV, O.M.R., Norfolk, July 8, 1975.

Attended Nursing Student Research Days at UNMC in December 1975 and April 1976.

Trainee, Cardio-pulmonary Resuscitation Workshop, Nebraska Heart Association, Omaha-4/76.

Publications, Honors, and Committee Appointments

Contributed articles to Head Start Newsletter: "Why Test for Lead-Based Paint?" (Sept. 1975) and "Impetigo" (Marhc 1976).

Inducted into local Honor Society of Nursing, UNMC College of Nursing.

Elected to Board of Directors, District II, Nebraska Nurses' Association.

SHIRLEY MELCHER, M.S.W.

Publications, Honors, and Committee Appointments

Member, Policy Committee of Rehabilitation Counselling Association of Nebraska (R.C.A.N.).

PAUL H. PEARSON, M.D.

National Travel and Presentations

Attended, University Affiliated Facilities meeting-Madison-7/75.

Attended, National Research Council Committee on Accessible Environments for the Disabled-Washington, D.C.-9/75.

Attended, National Advisory Council for Facilities and Services for the Developmentally Disabled-Washington, D.C.-7/75.

Attended, American Academy of Pediatrics and American Academy for Cerebral Palsy Annual Meeting-New Orleans-9/75.

Attended, Association of University Affiliated Facilities Liaison Committee-Denver-10/75.

Attended, Annual Meeting of the American Academy of Pediatrics-Washington, D.C.-10/75.

Attended, Annual Meeting of University Affiliated Facilities-Columbus-10/75.

Consultant, Office of Special Litigation, Civil Rights Division, Department of Justice-Austin and Beaumont-11/75.

Attended, Association of University Affiliated Facilities Long Range Planning Task Force-San Francisco-12/75.

Attended, National Advisory Council for Services and Facilities for the Developmentally Disabled-Washington, D.C.-12/75.

Consulted with staff, Office of Developmental Disabilities and President's Committee on Mental Retardation regarding University Affiliated Facility and Community Alternative Service Systems-Washington, D.C.-2/76.

Attended, Committee on AccessibleEnvironments for the Handicapped, National Research Council-Washington, D.C.-2/76.

Attended, National Society for Prevention of Blindness-Chicago-2/76.

Attended, Association of University Affiliated FAcilities Long Range Planning Task Force-Los Angeles-2/76.

Consultant, Office of Special Litigation, Civil Rights Division, Department of Justice-New Orleans-3/76.

Attended, American Academy for Cerebral Palsy Board of Directors meeting-Los Angeles-3/76.

Attended, Association of University Affiliated Facilities Long Range Planning Task orce-4/76.

Attended, Association of University Affiliated Programs for the Developmentally Disabled-Chicago-5/76.

State and Local Travel and Presentations

Attended, Governor's Committee on Mental Retardation-Lincoln-7/75, 11/75, 5/76.

Publications, Honors, and Committee Appointments

Member, Governor's Committee on Mental Retardation.

President, American Association of University-Affiliated Programs.

Member, National Research Council, Committee on Accessible Environments for the Disabled.

Member, National Advisory Council for Facilities and Services for the Developmentally Disabled.

Secretary, American Academy for Cerebral Palsy.

ROBERTA PEDDICORD, B.S., R.P.T.

National Travel and Presentations

Attended, American Physical Therapy Association Mid-Section Meeting-Washington, D.C.-2/76.

"Problem Oriented Approach to Clinical Education"-American Physical Therapy Association Annual Conference-New Orleans-6½76.

State and Local Travel and Presentations

"Physical Therapy in Spinal Cord Injured Child," Grand Rounds-Children's Hospital-10/75.

"P.T. in Pediatrics," Student Nurse Workshop-NPI-1/76.

ROBERT S. PEDDICORD, M.A.

State and Local Travel and Presentations

Attended, Workshop on Cognitive Behavior Modification-Norfolk-10/75.

RAYMOND RANDOLPH, M.S.

National Travel and Presentations

Attended, American Association for the Education of the Severely and Profoundly Handicapped-Kansas City-11/75.

State and Local Travel and Presentations

Outreach Visits:
Sidney, 1/76; Beatrice, 1/76; Fremont, 10/75, 12/75, & 1/76; Loup City, 10/75; Lincoln, 10/75, 12/75, 1/76; Gering, 1/76 & 2/76; Columbus, 12/75 & 1/76; North Platte, 11/75; Omaha, 10/75; Wayne, 11/75; and Omaha, 12/75.

Attended, Region VII Rehabilitation Continuing Education Program on Biofeedback-Omaha-2/76.

"Task Analysis and Training Skills"-Lincoln-1/76.

CORDELIA ROBINSON, Ph.D.

National Travel and Presentations

Attended, Interdisciplinary Conference on Infant Stimulation-Denver-9/75.

Presentation, Mountain Plains Region Center-Denver-12/75.

Attended, American Association for Psychiatric Services for Children-New Orleans-11/75.

Attended, American Association for Education of Severely and Profoundly Handicapped-Kansas City-11/75.

Attended, Society for Research in Child Development-Denver-4/76.

Chaired Paper Session, American Association on Mental Deficiency-Chicago-1/76.

Consultant, Deaf/Blind Program-Aberdeen-12/75.

Presentation, National Institute on Mental Retardation New Trends Workshop-Toronto-9/75.

Publications, Honors, and Committee Appointments

Employee of the Year, GOARC, 5/76.

DAVID A. ROHE, M.P.H., R.P.T.

National Travel and Presentations

Attended, American Academy for Cerebral Palsy-New Orleans-9/75.

Attended, Shriners' Burn Center-Galveston-10/75.

State and Local Travel and Presentations

Coordinator, Continuing Education in Developmental Disabilities-MCRI-6/76.

DIXIE SANGER, M.A.

State and Local Travel and Presentations

Attended, ASHA Professional Meeting-Lincoln-10/75.

Attended, Nebraska Speech and Hearing Convention-Kearney-10/75.

Attended, "Rationale for Aphasi Therapy"-UNMC-4/76.

Attended, Nebraska Speech and Hearing Convention-Lincoln-4/76.

Attended, "Programming for Children with Learning Disabilities"-Lincoln-5/76.

"Auditory Processing Problems and Remediational Activities," Workshop for Lincoln Special Education Teachers-Lincoln-5/76.

"I Hear Funny" and "Integrating Language Activities into Academic Areas," L.D. Students-MCRI-6/76.

"Evaluating the Language Skills of the Learning Disabled Child," L.D. STudents-MCRI-6/76.

"I Hear Funny,"-MCRI Board-MCRI-5/76.

"A Speech Pathologist's Means of Assessing Speech and Language Skills," L.D. Students at UNO-Omaha-6/76.

Publications, Honors, and Committee Appointments

Co-authored with Kathy Coufal, slide/tape presentation "I Hear Funny."

Co-authored with Kathy Coufal, slide/tape presentation "What's the Difference?" (in production).

Co-authored with Beve , Doyle, slide/tape presentation "An Integrative Approacn to Reading; Incorporating Language, Spelling and Math."

TOM SINGARELLA, M.S.

National Travel and Presentations

Presented videotape, Head Start Convention-Houston-10/75.

Participant, Deaf/Blind Media Workshop Sacramento-12/75.

Attended, Association for Educational Communications and Technology-Anaheim-3/76.

Publications, Honors, and Committee Appointments

Member, Director's Advisory Committee.

Chairman-elect, Interdisciplinary Coordin.. ·ng Committee.

Member, Interdisciplinary Training Committee.

Member, Inservice Training Committee.

JONETTE C. SMITH, M.A.T.

National Travel and Presentations

"Teaching Language Comprehension," Region 8 AAMD Convention-Sioux Falls-10/75.

State and Local Travel and Presentations

Attended, Nebraska Speech and Hearing Association Spring Meeting-Lincoln-4/76.

Attended, Aphasia Conference-Omaha-4/76.

Attended, Concert Series MCRI Speech Pathology Department and Continuing Education-Omaha-4/76.

SANFORD SMITH, M.A.

National Travel and Presentations

Attended, Association of University Affiliated Facilities-Columbus-10/75.

Attended, Third National Conference of University Affiliated Training Directors-Santa Fe-2/76.

Publications, Honors, and Committee Appointments

Chairman, Manpower Task Force-Nebraska State Developmental Disabilities Council.

JACK STARK, Ph.D.

National Travel and Presentations

Attended, National Pre-Vocational Deaf/Blind Grant Planning Workshop-Madison-8/75.

Attended, National Vocational Training Conference for Deaf/Blind-San Diego-9/75.

Attended, Region VII Rehabilitation Conference on Training Rehabilitation Personnel-Kansas City-10/75.

"Multi-handicapped Individuals and Their Families," Illinois Deaf/Blind Rehabilitation Conference-Chicago-6/75.

"Adolescents and their Families: A Multidisciplinary Pediatric Team Approach," American Academy of Pediatrics-Washington, D.C.-10/75.

"Behavioral Counseling Techniques for Rehabilitation Counselors"-Hays, Kansas-11/75 and 12/75.

Attended, Regional Planning Conference for Rehabilitation Continuing Education-Columbia-3/76.

State and Local Travel and Presentations

Attended, National Rehabilitation Certification Examination-Lincoln-7/75.

Attended, Nebraska Rehabilitation Counseling Association Annual Meeting-Kearney-9/75.

Attended, Nebraska Continuing Education Consortium Meeting-Columbus-9/75.

Attended, Continuing Educational Planning Conference for Summer Institutes-O.P.S.-Omaha-12/75.

Attended, C.A.S.S. Workshop on Deinstitutionalization-Omaha-1/76.

Attended, National Grantsmanship Center Workshop-Lincoln-2/76.

Attended, Region VII Continuing Educational Training Workshop on Biofeedback-Omaha-2/76.

"Systems Approach in Human Services," Department of Welfare, Douglas County Child Protective Services-Omaha-5/75.

"Vocational Rehabilitation-Implications for Work Study Counselor," State Department of Education Summer Institute-Papillion-6/75.

"Vocational Habilitation and Mainstreaming for the Multi-handicapped," Wahoo Public Schools-Wahoo-8/75.

"Interdisciplinary Team Functioning," ENCOR P.D. & T. Dept.-Omaha-8/75.

"Counseling the Emotionally Disturbed Adolescent," Ralston Public School System-Ralston-9/75.

"Vocational Programs for Handicapped Adolescents," Columbus Public Schools-Columbus-9/75.

"Training and Research Programs at MCRI," UNO Psychology Dept.-Omaha-10/75.

"Programs for Severe and Multihandicapped Students," Hastings Public Schools and E.S.U. #9-Hastings-10/75.

"Pre-Vocational/Vocational Programs for Deaf/Blind Adolescents and Young Adults," Nebraska Deaf/Blind Conference-Omaha-10/75.

"New Concepts in Working with the Exceptional Adolescent and his Family: The Medical Center as a Resource," Nebraska Council for Exceptional Children Convention-Omaha-10/75.

"Developing Resources for the Severely Disabled," Rehabilitation Association of Nebraska State Convention-Omaha-11/75.

"Programming for Learning Disorders," Madonna School for Exceptional Children-Omaha-11/75.

"Normal Development," Pediatric Residents, UNMC-Omaha-11/75.

"Role of Public Schools in Programs for Severe and Multihandicapped," Nebraska Association for Special Education Directors-Omaha-12/75.

"Mainstreaming for Multihandicapped Students," Fremont School System-Fremont-1/76.

"Program Planning for Rehabilitation Counselor Training-Nominal Group Technique," Region V, Rehabilitation Services-Omaha-1/76.

"Adolescent Behavioral and Learning Problems," Christ the King School-Omaha-1/76.

"Special Problem Cases Managing Behavior," Department of Pediatrics-Omaha-1/76.

"Vocational Training Programs for Severely Disabled-Future Prospects," Omaha Public School System-Omaha-1/76.

"The Interdisciplinary Team Process-Diagnosis-Evaluation and Program Planning," Hastings College-Hastings-1/76.

"Family Rehabilitation Program." UNMC-Omaha-1/76.

"Interdisciplinary Team Diagnosis and Evaluation," GOARC Film Series-Omaha-2/76.

"Behavioral Management in Rehabilitation Facilities"-Lincoln, Columbus, 2/76 and North Platte, 3/76.

"Familial, Social and Sexual Problems in Muscular Dystrophy"-Omaha-3/76.

"Adolescent Self Control," Millard Public Schools-Omaha-3/76.

Attended, "Minimal Brain Dysfunction Symposium"-Omaha-4/76.

"Behavior Management in Rehabilitation Facilities-Follow up workshop"-Omaha-4/76 and Hastings-4/76.

Consultant, Bethpage Mission and Educational Service Unit 9 Axtell and Hastings-4/76.

"Ambiguous Genitalia," Pediatric Urology Conference-Omaha-4/76.

Attended, Pain and Rehabilitation Continuing Education Conference-Omaha-4/76.

Attended, Vocational Assessment Workshop Education Service Unit #6-Lincoln-5/76.

Attended, Nebraska Rehabilitation Continuing Education Project-Omaha-5/76.

"Epilepsy", KFAB Medical Education Program-Omaha-5/76.

Program Presentation on Family Rehabilitation-State Agencies-Omaha-5/76.

"Familial, Social and Sexual Aspects of Muscular Dystrophy"-Omaha-5/76.

Consultant, Vocational Rehab Evaluation Unit, Mid-Nebraska Technical Community College-Hastings-5/76.

Attended, Counseling Exceptional Individuals and Their Families-Omaha-6/76.

Attended, Rehabilitation Continuing Education Project-Omaha-6/76.

Attended, Mental Illness in Rehabilitation-Omaha-6/76.

Attended, Neurological Disabilities Program-Omaha-6/76.

Attended, Emotional Problems of Patients in Non-Psychiatric Settings-Omaha-6/76.

Publications, Honors, and Committee Appointments

Stark, Jack "Adolescents and Their Families: A Multidisciplinary Pediatric Team Approach." *Pediatrics Digest*, Spring, 1976.

Stark, Jack "Team Concept Can Reduce Growing Burdens of Pediatric Practice." *Pediatric News*, February, 1976.

Stark, Jack "Multidisciplinary Pediatric Team." *Medical Tribune*, Australian, German and Switzerland Edition, May, 1976.

Member, Regional Rehabilitation Continuing Education Council.

Member, State Advisory Council to Rehabilitation Training.

Member, Nebraska Rehabilitation Association Board.

Member, Professional Advisory Committee-Epilepsy Council of Omaha.

A. GERALD TIEGER, M.S.

National Travel and Presentations

Attended, National Association of School Psychologists-Kansas City-3/76.

State and Local Travel and Presentations

"Behavior Modification," Social Work Parent Group-MCRI-6/75.

Attended, Nebraska School Psychologists Association-Lincoln-9/75.

"Behavior and Feelings," GOARC Pilot Parents-Omaha-9/75.

Attended, Nebraska School Psychologists Association-Omaha-10/75.

Attended, Nebraska Council on Exceptional Children-Omaha-10/75.

"Behavior Modification," Metropolitan Community Technical College-Omaha-11/75.

"Psychometric Testing," MCRI Social Work Department-Omaha-12/75.

"An Overview of Behavior Modification," Chadron Head Start-Omaha-1/76.

Attended, Nebraska School Psychologists Association-Hastings-2/76.

Attended, Nebraska School Psychologists Association-Wayne-4/76.

Attended, Mary Luman Meyer Lecture on Developmental Pediatrics-UNMC-5/76.

Publications, Honors, and Committee Appointments

Tieger, A.G., Gutkin, T., DeWitt, J., Nesvan, G., Grahs, C., Coleman, E., and Wilkinson, B. "School Psychology in Nebraska: Status, Trends, and Professional Recommendations." *Nebraska School Psychologist Journal*, 1976, *5* (4), 1-24.

Chairman, Training and Competency Committee, Nebraska School Psychologists Association.

ERIKA TOTH, M.C.S.W.

State and Local Travel and Presentations

"The Social Worker Role in a Multi-Disciplinary Setting," Social Work Institute-Lincoln-10/75.

JACK TREMBATH, M.D.

National Travel and Presentations

Two Presentations, Third Annual Behavioral Habilitation Conference at Carrie Tingley Hospital-Truth or Consequences, New Mexico-9/75.

State and Local Travel and Presentations

Presentation, Multi-County Office of Mental Retardation-Norfolk-9/75.

Presentation, State Physical Therapy Association meeting-York-10/75.

Presentation, State LPN Convention-North Platte-10/75.

Attended, Governor's Committee on Mental Retardation-Lincoln-6/76.

Presentation, State Office of Mental Retardation-Lincoln6/76.

NANCY L. TUCKER, B.S., R.P.T.

National Travel and Presentations

Participant, Mid-year Sections Meeting American Physical Therapy Association-Washington, D.C.-2/76.

State and Local Travel and Presentations

"The Role of a Pediatric Physical Therapist in a Family Practice," Continuing Education Program Viet Namese Physicians-UNMC-12/75.

DONALD WUORI, M.D.

National Travel and Presentations

"The Hyperactive Child," Parent Group-Northglen-3/76.

Participant, Parent Teacher Group-Denver-2/76.

"Important Physical Signs and Symptoms for the School Nurse," Jefferson County School Nurses-Lakewood-4/76.

Attended, Cerebral Palsy Regional Review Course-Rhode Island-5/76.

Attended, American Academy of Pediatrics-Washington, D.C.-10/75.